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ABSTRACT

Volume 4 of a nine volume report on a national survey (33 states) of the media and materials needs of special education teachers and students presents a statistical analysis of the media and materials development needs of the following groups: teachers of the severely retarded, the trainable, and the severely or multiply handicapped: supervisors and others: and all teachers of special education combined. A demographic description of the respondents in each subgroup is provided as well as a statistical analysis of media and materials needs at both the cluster and area curriculum levels. Demographic characteristics and needs of public and nonpublic/institutional respondents are differentiated. Student characteristics of subgroups are analyzed and media material needs for student subgroups are classified by interest level and specific disability. The top three priorities of teachers of the severely retarded or handicapped for material development were in the social development, daily living skills, and cognitive development curriculum domains. Respondents in the subgroup of supervisors, media specialists/librarians, curriculum development specialists, and inservice training specialists identified appropriate social behavior, self concept, and independent living skills as the areas most needing media and materials development. When results from all teachers of the handicapped were combined, the areas of social behavior, reading comprehension, and self acceptance were rated as most needing media and materials development. (DB)

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NNA NATIONAL REPORT
VOLUME 4

SECTION I:
MEDIA AND MATERIALS
PRIORITY NEEDS

6. SEVERE RETARDED/TMR
SEVERELY/MULTIPLY
HANDICAPPED
7. SUPERVISORS/OTHERS
8. ALL HANDICAP AREAS

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USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION A. DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION ABOVE. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	287	8.2	465	13.2	678	19.3
BACHELOR'S DEGREE	694	19.7	837	23.8	464	13.2
WORK BEYOND THE B.A.	1206	34.3	632	18.0	207	5.9
MASTER'S DEGREE	570	16.2	221	6.3	46	1.3
WORK BEYOND THE M.A.	355	10.1	165	4.7	57	1.6
PH.D., ED.D.	7	0.2	3	0.1	2	0.1
NONE	54	1.5	172	4.9	460	13.1
INVALID OR NO RESPONSE	346	9.8	1024	29.1	1605	45.6

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	321	9.1	660	18.8
1 TO 3 YEARS	1144	32.5	578	16.4
4 TO 7 YEARS	1216	34.6	271	7.7
8 TO 15 YEARS	608	17.3	154	4.4
16 OR MORE YEARS	125	3.6	96	2.7
NONE	12	0.3	541	15.4
INVALID OR NO RESPONSE	93	2.6	1219	34.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER -- ALL SUBJECTS	1964	55.8
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	557	15.8
REGULAR CLASSROOM TEACHER	257	7.3
DIAGNOSTIC/PRESCRIPTIVE TEACHER	101	2.9
CLINICIAN/THERAPIST/PATHOLOGIST	81	2.3
RESOURCE ROOM TEACHER	57	1.6
HOME/HOSPITAL-BOUND TEACHER	54	1.5
ITINERANT TEACHER	19	0.5
ITINERANT RESOURCE PERSON	10	0.3
MEDIA SPECIALIST OR LIBRARIAN	6	0.2
OTHER	299	8.5
INVALID OR NO RESPONSE	114	3.2

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
10 TO 19	1279	36.3
5 TO 9	1196	34.0
40 OR MORE	424	12.0
20 TO 29	269	7.6
30 TO 39	141	4.0
4 OR FEWER	126	3.6
INVALID OR NO RESPONSE	84	2.4

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH SMALL GROUPS (2 TO 6 STUDENTS)	1789	50.8
WITH INDIVIDUAL STUDENTS	1055	30.0
WITH LARGER GROUPS (7 OR MORE STUDENTS)	562	16.0
INVALID OR NO RESPONSE	113	3.2

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
ALL AGES	703	20.0
18 AND OLDER	495	14.1
12 AND OLDER	469	13.3
5 TO 8	422	12.0
15 TO 17	355	10.1
9 TO 11	349	9.9
12 TO 14	299	8.5
4 AND YOUNGER	179	5.1
11 AND YOUNGER	141	4.0
INVALID OR NO RESPONSE	107	3.0

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	1904	54.1
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	1075	30.5
PRIVATE OR NONPUBLIC AGENCY	59	1.7
OTHER AGENCY	386	11.0
INVALID OR NO RESPONSE	95	2.7

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	1307	37.1
REGULAR SCHOOL	906	25.7
SPECIAL EDUCATION RESIDENTIAL SCHOOL	598	17.0
DEVELOPMENTAL CENTER	274	7.8
HOSPITAL	144	4.1
CLINIC OR REHABILITATION AGENCY	21	0.6
OTHER FACILITY	190	5.4
INVALID OR NO RESPONSE	79	2.2

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
100 TO 249	1020	29.0
LESS THAN 100	853	24.2
250 TO 499	834	23.7
500 TO 999	451	12.8
1,000 OR MORE	171	4.9
NOT APPLICABLE	91	2.6
INVALID OR NO RESPONSE	99	2.8

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
TOWN (25,000 OR UNDER)	818	23.2
SMALL CITY (25,000 -- 100,000)	614	17.4
MEDIUM-SIZE CITY (100,000 -- 500,000)	557	15.8
LARGE CITY (500,000 OR LARGER)	440	12.5
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	371	10.5
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	343	9.7
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	281	8.0
INVALID OR NO RESPONSE	95	2.7

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION B. DISTRIBUTION OF ALL CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

PRESENTED ON THE FOLLOWING FOUR PAGES ARE THE CURRICULUM AREAS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE ABOVE RESPONDENT POPULATION--THE DOMAIN FROM WHICH THE RESPONDENT'S TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT WERE SELECTED. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. EACH CURRICULUM AREA IS ONE OF A SET OF RELATED CURRICULUM AREAS CALLED A CURRICULUM CLUSTER. THE CURRICULUM AREAS ARE GROUPED WITHIN CURRICULUM CLUSTERS IN DECREASING FREQUENCY ORDER.

A CURRICULUM CLUSTER FREQUENCY IS DETERMINED BY THE NUMBER OF RESPONDENTS WHO SELECTED AT LEAST ONE CURRICULUM AREA WITHIN THAT CLUSTER AMONG THEIR TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT.* THUS, A CURRICULUM CLUSTER IS REGARDED AS A HIGH PRIORITY IF THE SET OF CURRICULUM AREAS WHICH COMPRISE IT WERE HIGH PRIORITY SELECTIONS. THE CLUSTERS THEMSELVES ARE PRESENTED IN DECREASING CLUSTER FREQUENCY ORDER; LISTED FIRST ARE THOSE FOR WHICH THE GREATEST PERCENTAGE OF RESPONDENTS CHOSE AT LEAST ONE CURRICULUM AREA WITHIN THE CLUSTER AMONG HIS TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT.

*IN CASES WHERE A RESPONDENT CHOSE TWO OR ALL THREE CURRICULUM AREAS WITHIN A GIVEN CLUSTER, HE STILL IS COUNTED AS ONLY ONE RESPONDENT FOR THAT CLUSTER. CONSEQUENTLY, THE TOTAL CLUSTER FREQUENCY IS NOT, IN GENERAL, EQUAL TO THE SUM OF THE FREQUENCIES OF CURRICULUM AREAS WITHIN THAT CLUSTER.

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
SOCIAL DEVELOPMENT	1482	42.1
APPROPRIATE RESPONSE TO OTHERS	424	12.0
APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL	417	11.8
SOCIAL INTERACTION	269	7.6
SELF-EXPRESSION	169	4.8
SELF-MOTIVATION	148	4.2
HUMAN SEXUALITY (SEX EDUCATION)	139	3.9
COOPERATIVE PLAY	85	2.4
SELF-IDENTIFICATION	76	2.2
SELF-OTHER DISCRIMINATION	27	0.8
DAILY LIVING SKILLS	1386	39.4
DRESSING, GROOMING AND PERSONAL HYGIENE	624	17.7
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	353	10.0
FEEDING AND EATING	271	7.7
TOILETING	233	6.6
LIFE-LONG LEISURE SKILLS	125	3.6
FOOD PREPARATION	70	2.0
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	24	0.7
MEDICAL KNOWLEDGE ABOUT DISABILITY	12	0.3
USE AND MAINTENANCE OF PERSONAL REHABILITATION EQUIPMENT	9	0.3
DRIVER'S EDUCATION	3	0.1
CHILD CARE	2	0.1
SELECTING, DIRECTING AND DISMISSING OF PERSONAL ATTENDANTS	1	0.0
COGNITIVE DEVELOPMENT	1252	35.6
ATTENDING/RESPONDING	782	22.2
CONCEPT DEVELOPMENT/GENERALIZATION	255	7.2
REASONING/DECISION MAKING SKILLS	189	5.4
REMEMBERING	62	1.8
COGNITIVE SEQUENCING	27	0.8
ASSOCIATION	22	0.6
CLASSIFICATION	19	0.5

TEACHERS OF MULTIPLY HANDICAPPED
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MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
PERCEPTUAL/MOTOR DEVELOPMENT	1193	33.9
FINE MOTOR DEVELOPMENT	338	9.6
GROSS MOTOR DEVELOPMENT	300	8.5
BASIC SENSORY AWARENESS	265	7.5
MOTOR IMPULSE CONTROL (E.G., STEREOTYPED MOVEMENTS, SELF ABUSE)	179	5.1
SENSORY MOTOR INTEGRATION	164	4.7
BODY AWARENESS	117	3.3
VISUAL PERCEPTION	89	2.5
AUDITORY PERCEPTION	41	1.2
TACTILE PERCEPTION	24	0.7
KINESTHETIC PERCEPTION	14	0.4
COMMUNICATION DEVELOPMENT -- EXPRESSIVE	852	24.2
PRODUCTION OF PHRASES, SENTENCES	204	5.8
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	140	4.0
PRODUCTION OF WORDS	140	4.0
SIGNING/FINGER SPELLING	109	3.1
OTHER COMMUNICATION TECHNIQUES (E.G., WRITING, BRAILLE WRITING, TYPING)	101	2.9
GESTURES/BODY LANGUAGE	58	1.6
CONNECTED SPEECH	56	1.6
PRODUCTION OF ISOLATED SPEECH SOUNDS	50	1.4
VOICE PRODUCTION	44	1.3
SPEECH FLUENCY	26	0.7
TACTILE COMMUNICATION	13	0.4

TEACHERS OF MULTIPLY HANDICAPPED
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MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
COMMUNICATION DEVELOPMENT -- RECEPTIVE	578	16.4
LISTENING SKILLS	144	4.1
UNDERSTANDING PHRASES AND SENTENCES	96	2.7
AUDITORY COMPREHENSION	82	2.3
VISUAL DISCRIMINATION	59	1.7
UNDERSTANDING SIGNING/FINGER SPELLING	40	1.1
AUDITORY DISCRIMINATION	37	1.1
UNDERSTANDING CONNECTED SPEECH	36	1.0
ATTENDING TO SOUNDS	29	0.8
AUDITORY SEQUENTIAL MEMORY	25	0.7
UNDERSTANDING GESTURES/BODY LANGUAGE	25	0.7
TACTILE DISCRIMINATION	22	0.6
AWARENESS OF SOUNDS	15	0.4
SPEECH READING	2	0.1
CAREER EDUCATION	525	14.9
JOB PREPARATION/SKILLS DEVELOPMENT	384	10.9
VOCATIONAL ADJUSTMENT	95	2.7
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	74	2.1
AWARENESS OF PEOPLE AND THEIR WORK	35	1.0
EXPLORATION OF CAREERS	23	0.7
JOB SEEKING/INTERVIEW SKILLS	19	0.5
MATHEMATICS SKILLS	507	14.4
USE OF MONEY	187	5.3
MEANINGFUL COUNTING	107	3.0
TIME TELLING	84	2.4
NUMERAL RECOGNITION	59	1.7
SIMPLE COMPUTATION	58	1.6
MATHEMATICS PROBLEM SOLVING	31	0.9
ONE-TO-ONE CORRESPONDENCE AND INEQUALITIES	22	0.6
SET CONCEPTS IN MATHEMATICS	10	0.3
SHAPE DISCRIMINATION	10	0.3
ROTE COUNTING	9	0.3
NUMERAL WRITING	8	0.2

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
LANGUAGE ARTS/READING	441	12.5
READING VOCABULARY DEVELOPMENT	114	3.2
WHOLE WORD RECOGNITION AND DISCRIMINATION AS A READING SKILL	113	3.2
WORD ATTACK SKILLS	87	2.5
LETTER RECOGNITION AND DISCRIMINATION AS A READING SKILL	81	2.3
ORAL READING SKILLS	56	1.6
LEFT-RIGHT PROGRESSION AS A READING SKILL	26	0.7
BRAILLE USAGE FOR READING	2	0.1
PHYSICAL EDUCATION	199	5.7
LOCOMOTOR SKILLS/MOBILITY	96	2.7
PHYSICAL DEVELOPMENT (E.G., AGILITY, ENDURANCE)	89	2.5
OBJECT CONTROL SKILLS (E.G., CATCH, BOUNCE)	35	1.0
SPORTS AND GAMES	35	1.0
FINE ARTS	96	2.7
SKILL DEVELOPMENT IN ARTS AND CRAFTS	57	1.6
APPRECIATION OF ARTS, CRAFTS, MUSIC	32	0.9
SKILL DEVELOPMENT IN MUSIC	21	0.6
HEALTH AND SAFETY	71	2.0
PHYSICAL HEALTH/NUTRITION	43	1.2
FIRST AID/SAFETY EDUCATION	15	0.4
MENTAL HEALTH	9	0.3
DRUG EDUCATION (DRUGS, ALCOHOL, TOBACCO)	6	0.2
NATURAL AND PHYSICAL SCIENCE	15	0.4
NATURAL AND PHYSICAL SCIENCE	15	0.4
SOCIAL SCIENCE	7	0.2
SOCIAL SCIENCE	7	0.2

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION C. LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

ON THE FOLLOWING TWO PAGES IS A LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA AND MATERIALS DEVELOPMENT SELECTED BY THE RESPONDENT POPULATION ABOVE. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. THE CURRICULUM AREAS APPEAR IN DECREASING FREQUENCY ORDER.

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
ATTENDING/RESPONDING	782	22.2
DRESSING, GROOMING AND PERSONAL HYGIENE	624	17.7
APPROPRIATE RESPONSE TO OTHERS	424	12.0
APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL	417	11.8
JOB PREPARATION/SKILLS DEVELOPMENT	384	10.9
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	353	10.0
FINE MOTOR DEVELOPMENT	338	9.6
GROSS MOTOR DEVELOPMENT	300	8.5
FEEDING AND EATING	271	7.7
SOCIAL INTERACTION	269	7.6
BASIC SENSORY AWARENESS	265	7.5
CONCEPT DEVELOPMENT/GENERALIZATION	255	7.2
TOILETING	233	6.6
PRODUCTION OF PHRASES, SENTENCES	204	5.8
REASONING/DECISION MAKING SKILLS	189	5.4
USE OF MONEY	187	5.3
MOTOR IMPULSE CONTROL (E.G., STEREOTYPED MOVEMENTS, SELF ABUSE)	179	5.1
SELF-EXPRESSION	169	4.8
SENSORY MOTOR INTEGRATION	164	4.7
SELF-MOTIVATION	148	4.2
LISTENING SKILLS	144	4.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DE[illegible]LOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	140	4.0
PRODUCTION OF WORDS	140	4.0
HUMAN SEXUALITY (SEX EDUCATION)	139	3.9
LIFE-LONG LEISURE SKILLS	125	3.6
BODY AWARENESS	117	3.3
READING VOCABULARY DEVELOPMENT	114	3.2
WHOLE WORD RECOGNITION AND DISCRIMINATION AS A READING SKILL	113	3.2
SIGNING/FINGER SPELLING	109	3.1
MEANINGFUL COUNTING	107	3.0
OTHER COMMUNICATION TECHNIQUES (E.G., WRITING, BRAILLE WRITING, TYPING)	101	2.9

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION D. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM AREAS LISTED IN SUBSECTION C

EACH OF THE HIGHEST PRIORITY CURRICULUM AREAS LISTED IN SUBSECTION C WAS EXPLORED IN DEPTH THROUGH A SERIES OF QUESTIONS ANSWERED BY THE RESPONDENT POPULATION IN RELATION TO THAT PRIORITIZED CURRICULUM AREA. JUST BELOW THE DESCRIPTION OF THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF EACH PAGE, THE PRIORITIZED CURRICULUM AREA IS IDENTIFIED. TO ITS RIGHT APPEAR THE NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHOSE THAT PARTICULAR CURRICULUM AREA AS EITHER THEIR FIRST, SECOND, OR THIRD PRIORITY. FOR EXAMPLE, THE CURRICULUM AREA "ATTENDING/RESPONDING" IS THE MOST FREQUENTLY CITED AS AN AREA OF HIGH PRIORITY MATERIALS NEEDS, CHOSEN BY 782 RESPONDENTS OR 22.2% OF RESPONDENT POPULATION 6.

BELOW THE NUMBER OF RESPONDENTS WHO CHOSE THIS CURRICULUM AREA AT LEAST ONCE APPEARS THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES THAT THE CURRICULUM AREA WAS SELECTED.* IN THE CASE OF OUR EXAMPLE, THE TOTAL FREQUENCY OF RESPONSE WAS 790. IT IS THIS FIGURE, THE TOTAL FREQUENCY OF RESPONSES TO THE CURRICULUM AREA, WHICH SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND THE FOUR PRIORITY RELATED QUESTIONS IN THE IN-DEPTH ANALYSIS.

THIS SUBSECTION CONSISTS OF A SEQUENCE OF THREE-PAGE ANALYSES OF THE PRIORITY-RELATED QUESTIONS, ONE SUCH SET FOR EACH PRIORITIZED CURRICULUM AREA LISTED IN SUBSECTION C. IN EACH CASE, PAGE 1 PRESENTS THE DISTRIBUTIONS OF SELECTED CHARACTERISTICS (I.E., INTEREST LEVEL, FUNCTIONAL LEVEL, AND HANDICAP AREA) OF STUDENTS FOR WHOM MATERIALS NEEDS IN THE GIVEN CURRICULUM AREA ARE OF HIGHEST PRIORITY. THE MOST FREQUENTLY SELECTED LEVEL FOR ANY CHARACTERISTIC INDICATES THE TYPE OF STUDENT FOR WHICH THE NEED IS MOST CRITICAL. IN THE EXAMPLE, THE CURRICULUM AREA "ATTENDING/RESPONDING" IS MOST CRITICAL FOR STUDENTS AT PRE-SCHOOL AND PRIMARY INTEREST LEVELS (WITH 29.2% AND 21.5% OF THE TOTAL RESPONSES, RESPECTIVELY), WHO FUNCTION AT INFANT (43.3%) AND PRE-SCHOOL (36.1%) LEVELS, AND WHO ARE SEVERELY AND PROFOUNDLY MENTALLY RETARDED (45.9%).

PAGES 2 AND 3 OF EACH THREE-PAGE ANALYSIS CONTAIN THE RESPONSE FREQUENCIES TO THE FOUR PRIORITY-RELATED QUESTIONS WHICH APPEARED ON PAGES 4 AND 5 OF THE QUESTIONNAIRE.

THE FIRST QUESTION ASKS THE NUMBER OF STUDENTS FOR WHOM THE GIVEN PRIORITY IS CRITICAL. FROM THESE DATA, AN ESTIMATE OF THE NUMBER OF TARGET STUDENTS FOR MATERIALS DEVELOPMENT IN THIS PARTICULAR CURRICULUM AREA IS DERIVED. THIS ESTIMATE, TOGETHER WITH AN APPROXIMATE RANGE, APPEARS BELOW THE QUESTION. FOR THE EXAMPLE, THE ESTIMATED TARGET FIGURE IS 7,551 STUDENTS, WITH A RANGE BETWEEN 5,886 AND 9,216.

THE REMAINING THREE QUESTIONS DEAL WITH CURRENTLY USED MATERIALS FORMATS AND PREFERENCES FOR FORMATS IN WHICH DEVELOPMENT IS NEEDED, PRIMARY REASON WHY DEVELOPMENT IS NEEDED, AND INADEQUACIES OF CURRENTLY AVAILABLE MATERIALS IN THIS PARTICULAR CURRICULUM AREA.

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*RECALL THAT EACH CURRICULUM AREA WAS CHOSEN IN CONJUNCTION WITH A SET OF STUDENT CHARACTERISTICS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET, ALONG WITH THE CURRICULUM AREAS. IT IS THUS POSSIBLE (THOUGH IT TURNED OUT TO BE RARE) THAT A RESPONDENT COULD CHOOSE THE SAME CURRICULUM AREA TWO OR EVEN THREE TIMES (E.G., AS A FIRST PRIORITY FOR STUDENTS AT ONE INTEREST LEVEL, SAY, AND AS A SECOND AND/OR THIRD PRIORITY FOR STUDENTS AT ANOTHER INTEREST LEVEL). THUS, THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA MAY BE GREATER THAN THE NUMBER OF RESPONDENTS WHO CHOSE IT.

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	782	22.2
TOTAL RESPONSES TO THIS PRIORITY AREA	790	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	128	16.2
PRE-SCHOOL	231	29.2
PRIMARY	170	21.5
PRE-ADOLESCENT	107	13.5
ADOLESCENT	96	12.2
YOUNG ADULT	51	6.5
INVALID OR NO RESPONSE	7	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	342	43.3
PRE-SCHOOL, AGES 3-4	285	36.1
PRIMARY, GRADES K-3	117	14.8
INTERMEDIATE, GRADES 4-6	18	2.3
JUNIOR HIGH, GRADES 7-9	5	0.6
HIGH SCHOOL, GRADES 10-12	6	0.8
INTERMEDIATE AND BELOW	11	1.4
JUNIOR AND SENIOR HIGH	2	0.3
INVALID OR NO RESPONSE	4	0.5

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	363	45.9
MODERATELY (TRAINABLE) MENTALLY RETARDED	206	26.1
MULTIPLY HANDICAPPED	116	14.7
SEVERELY AND PROFOUNDLY HANDICAPPED	101	12.8
INVALID OR NO RESPONSE	4	0.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	782	22.2
TOTAL RESPONSES TO THIS PRIORITY AREA	790	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	38	4.8
3 TO 5	162	20.5
6 TO 10	294	37.2
11 TO 15	106	13.4
16 OR MORE	152	19.2
INVALID OR NO RESPONSE	38	4.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 5886 AND 9216 MIDPOINT 7551

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	583	73.8
MANIPULATIVE OBJECTS AND TOOLS	566	71.6
FLANNEL BOARD MATERIALS	335	42.4
CASSETTE/REEL-TO-REEL TAPES, RECORDS .	308	39.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	290	36.7
MAPS, CHARTS, PICTURES, FLASHCARDS ...	249	31.5
FILMSTRIPS, SLIDES	230	29.1
FILMS, FILMLOOPS	197	24.9
SOUND FILMSTRIPS, SOUND SLIDES	175	22.2
MODELS	135	17.1
MAGAZINES, SPECIALIZED COMIC BOOKS ...	110	13.9
WORKBOOKS, WORKTEXTS	109	13.8
MULTIMEDIA KITS	106	13.4
LARGE TYPE PRINT MATERIALS	85	10.8
VIDEOTAPES, CLOSED-CIRCUIT TV	85	10.8
AUDIO FLASHCARDS	66	8.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS .	60	7.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS ..	50	6.3
BRAILLE MATERIALS	9	1.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	416	52.7
GAMES, TOYS, PUZZLES	392	49.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	322	40.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS .	271	34.3
MULTIMEDIA KITS	265	33.5
FILMSTRIPS, SLIDES	253	32.0
FILMS, FILMLOOPS	251	31.8
SOUND FILMSTRIPS, SOUND SLIDES	238	30.1
WORKBOOKS, WORKTEXTS	236	29.9
FLANNEL BOARD MATERIALS	235	29.7
VIDEOTAPES, CLOSED-CIRCUIT TV	219	27.7
MAPS, CHARTS, PICTURES, FLASHCARDS ...	207	26.2
MAGAZINES, SPECIALIZED COMIC BOOKS ...	190	24.1
AUDIO FLASHCARDS	176	22.3
SELF-INSTR./COMPUTER-ASSISTED MTRLS ..	175	22.2
MODELS	170	21.5
LARGE TYPE PRINT MATERIALS	165	20.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS .	115	14.6
BRAILLE MATERIALS	74	9.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ATTENDING/RESPONDING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	782	22.2
TOTAL RESPONSES TO THIS PRIORITY AREA	790	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	374	47.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	115	14.6
AVAILABLE MATERIALS POOR IN QUALITY	94	11.9
AVAILABLE MATERIALS TOO COSTLY	66	8.4
INVALID OR NO RESPONSE	141	17.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	367	46.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	273	34.6
NOT ENOUGH REPETITION, REINFORCEMENT	272	34.4
CONCEPT LEVEL INAPPROPRIATE	271	34.3
NOT RELEVANT TO MY CURRICULUM	270	34.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	242	30.6
POOR SEQUENCING OF LEARNING COMPONENTS	123	15.6
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	95	12.0
LANGUAGE LEVEL NOT UNIFORM	63	8.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	42	5.3
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	303	38.4
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	284	35.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	255	32.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	194	24.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	152	19.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	131	16.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	129	16.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	127	16.1
NO ADAPTIVE EQUIPMENT AVAILABLE	100	12.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	92	11.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	71	9.0
INADEQUATE TEACHER DIRECTIONS	52	6.6
REQUIRES TOO MUCH TEACHER TRAINING	34	4.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	224	28.4
POOR DURABILITY	155	19.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	100	12.7
POOR AUDIO QUALITY	60	7.6
DIFFICULT TO OPERATE AND/OR USE	44	5.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	42	5.3
INADEQUATE HEALTH AND SAFETY FEATURES	35	4.4
DIFFICULT TO STORE/NOT PORTABLE	27	3.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: DRESSING, GROOMING AND PERSONAL HYGIENE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	624	17.7
TOTAL RESPONSES TO THIS PRIORITY AREA	631	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	26	4.1
PRE-SCHOOL	99	15.7
PRIMARY	131	20.8
PRE-ADOLESCENT	131	20.8
ADOLESCENT	144	22.8
YOUNG ADULT	89	14.1
INVALID OR NO RESPONSE	11	1.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	101	16.0
PRE-SCHOOL, AGES 3-4	268	42.5
PRIMARY, GRADES K-3	174	27.6
INTERMEDIATE, GRADES 4-6	29	4.6
JUNIOR HIGH, GRADES 7-9	10	1.6
HIGH SCHOOL, GRADES 10-12	3	0.5
INTERMEDIATE AND BELOW	22	3.5
JUNIOR AND SENIOR HIGH	15	2.4
INVALID OR NO RESPONSE	9	1.4

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	308	48.8
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	230	36.5
MULTIPLY HANDICAPPED	45	7.1
SEVERELY AND PROFOUNDLY HANDICAPPED	42	6.7
INVALID OR NO RESPONSE	6	1.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: DRESSING, GROOMING AND PERSONAL HYGIENE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	624	17.7
TOTAL RESPONSES TO THIS PRIORITY AREA	631	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	15	2.4
3 TO 5	89	14.1
6 TO 10	242	38.4
11 TO 15	109	17.3
16 OR MORE	133	21.1
INVALID OR NO RESPONSE	43	6.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 5061 AND 7855 MIDPOINT 6458

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	312	49.4
FILMSTRIPS, SLIDES	233	36.9
GAMES, TOYS, PUZZLES	223	35.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	215	34.1
FLANNEL BOARD MATERIALS	213	33.8
MAPS, CHARTS, PICTURES, FLASHCARDS	192	30.4
FILMS, FILMLOOPS	183	29.0
MODELS	180	28.5
SOUND FILMSTRIPS, SOUND SLIDES	132	20.9
MAGAZINES, SPECIALIZED COMIC BOOKS	130	20.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	119	18.9
WORKBOOKS, WORKTEXTS	89	14.1
MULTIMEDIA KITS	71	11.3
LARGE TYPE PRINT MATERIALS	69	10.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	62	9.8
AUDIO FLASHCARDS	56	8.9
SELF-INSTR./COMPUTER-ASSISTED MTRLS	46	7.3
VIDEOTAPES, CLOSED-CIRCUIT TV	42	6.7
BRAILLE MATERIALS	5	0.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
FILMSTRIPS, SLIDES	280	44.4
MANIPULATIVE OBJECTS AND TOOLS	280	44.4
FILMS, FILMLOOPS	277	43.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	272	43.1
SOUND FILMSTRIPS, SOUND SLIDES	261	41.4
GAMES, TOYS, PUZZLES	252	39.9
MODELS	239	37.9
MULTIMEDIA KITS	230	36.5
FLANNEL BOARD MATERIALS	228	36.1
WORKBOOKS, WORKTEXTS	222	35.2
MAGAZINES, SPECIALIZED COMIC BOOKS	193	30.6
MAPS, CHARTS, PICTURES, FLASHCARDS	191	30.3
CASSETTE/REEL-TO-REEL TAPES, RECORDS	184	29.2
VIDEOTAPES, CLOSED-CIRCUIT TV	181	28.7
LARGE TYPE PRINT MATERIALS	172	27.3
AUDIO FLASHCARDS	159	25.2
SELF-INSTR./COMPUTER-ASSISTED MTRLS	153	24.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	145	23.0
BRAILLE MATERIALS	56	8.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: DRESSING, GROOMING AND PERSONAL HYGIENE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	624	17.7
TOTAL RESPONSES TO THIS PRIORITY AREA	631	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	275	43.6
AVAILABLE MATERIALS POOR IN QUALITY	100	15.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	67	10.6
AVAILABLE MATERIALS TOO COSTLY	63	10.0
INVALID OR NO RESPONSE	126	20.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	252	39.9
NOT ENOUGH REPETITION, REINFORCEMENT	241	38.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	219	34.7
CONCEPT LEVEL INAPPROPRIATE	187	29.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	176	27.9
NOT RELEVANT TO MY CURRICULUM	163	25.8
POOR SEQUENCING OF LEARNING COMPONENTS	125	19.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	70	11.1
LANGUAGE LEVEL NOT UNIFORM	48	7.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	42	6.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	232	36.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	228	36.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	181	28.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	178	28.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	156	24.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	112	17.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	101	16.0
NO ADAPTIVE EQUIPMENT AVAILABLE	95	15.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	92	14.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	71	11.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	68	10.8
INADEQUATE TEACHER DIRECTIONS	37	5.9
REQUIRES TOO MUCH TEACHER TRAINING	31	4.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	198	31.4
POOR DURABILITY	115	18.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	83	13.2
DIFFICULT TO OPERATE AND/OR USE	35	5.5
DIFFICULT TO STORE/NOT PORTABLE	35	5.5
POOR AUDIO QUALITY	28	4.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	26	4.1
INADEQUATE HEALTH AND SAFETY FEATURES	26	4.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE RESPONSE TO OTHERS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	424	12.0
TOTAL RESPONSES TO THIS PRIORITY AREA	434	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	24	5.5
PRE-SCHOOL	76	17.5
PRIMARY	98	22.6
PRE-ADOLESCENT	84	19.4
ADOLESCENT	91	21.0
YOUNG ADULT	48	11.1
INVALID OR NO RESPONSE	13	3.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	81	18.7
PRE-SCHOOL, AGES 3-4	143	32.9
PRIMARY, GRADES K-3	137	31.6
INTERMEDIATE, GRADES 4-6	21	4.8
JUNIOR HIGH, GRADES 7-9	11	2.5
HIGH SCHOOL, GRADES 10-12	7	1.6
INTERMEDIATE AND BELOW	14	3.2
JUNIOR AND SENIOR HIGH	9	2.1
INVALID OR NO RESPONSE	11	2.5

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	207	47.7
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	129	29.7
MULTIPLY HANDICAPPED	54	12.4
SEVERELY AND PROFOUNDLY HANDICAPPED	33	7.6
INVALID OR NO RESPONSE	11	2.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE RESPONSE TO OTHERS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	424	12.0
TOTAL RESPONSES TO THIS PRIORITY AREA	434	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	19	4.4
3 TO 5	62	14.3
6 TO 10	163	37.6
11 TO 15	90	20.7
16 OR MORE	79	18.2
INVALID OR NO RESPONSE	21	4.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 3437 AND 5303 MIDPOINT 4370

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	229	52.8
MANIPULATIVE OBJECTS AND TOOLS	190	43.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	146	33.6
FILMSTRIPS, SLIDES	136	31.3
MAPS, CHARTS, PICTURES, FLASHCARDS	133	30.6
FILMS, FILMLOOPS	125	28.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	125	28.8
FLANNEL BOARD MATERIALS	124	28.6
SOUND FILMSTRIPS, SOUND SLIDES	111	25.6
MODELS	88	20.3
MULTIMEDIA KITS	77	17.7
MAGAZINES, SPECIALIZED COMIC BOOKS	76	17.5
WORKBOOKS, WORKTEXTS	63	14.5
VIDEOTAPES, CLOSED-CIRCUIT TV	59	13.6
LARGE TYPE PRINT MATERIALS	51	11.8
AUDIO FLASHCARDS	48	11.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	43	9.9
SELF-INSTR./COMPUTER-ASSISTED MTRLS	34	7.8
BRAILLE MATERIALS	9	2.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	204	47.0
MANIPULATIVE OBJECTS AND TOOLS	178	41.0
SOUND FILMSTRIPS, SOUND SLIDES	176	40.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	174	40.1
FILMSTRIPS, SLIDES	171	39.4
FILMS, FILMLOOPS	164	37.8
MULTIMEDIA KITS	161	37.1
WORKBOOKS, WORKTEXTS	160	36.9
VIDEOTAPES, CLOSED-CIRCUIT TV	158	36.4
MAGAZINES, SPECIALIZED COMIC BOOKS	144	33.2
CASSETTE/REEL-TO-REEL TAPES, RECORDS	141	32.5
FLANNEL BOARD MATERIALS	136	31.3
MAPS, CHARTS, PICTURES, FLASHCARDS	135	31.1
MODELS	118	27.2
LARGE TYPE PRINT MATERIALS	117	27.0
AUDIO FLASHCARDS	109	25.1
SELF-INSTR./COMPUTER-ASSISTED MTRLS	109	25.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	97	22.4
BRAILLE MATERIALS	48	11.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE RESPONSE TO OTHERS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	424	12.0
TOTAL RESPONSES TO THIS PRIORITY AREA	434	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	158	36.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	99	22.8
AVAILABLE MATERIALS POOR IN QUALITY	56	12.9
AVAILABLE MATERIALS TOO COSTLY	42	9.7
INVALID OR NO RESPONSE	79	18.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	177	40.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	172	39.6
NOT ENOUGH REPETITION, REINFORCEMENT	160	36.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	148	34.1
CONCEPT LEVEL INAPPROPRIATE	141	32.5
NOT RELEVANT TO MY CURRICULUM	134	30.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	75	17.3
POOR SEQUENCING OF LEARNING COMPONENTS	61	14.1
LANGUAGE LEVEL NOT UNIFORM	49	11.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	27	6.2
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	166	38.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	141	32.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	112	25.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	100	23.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	95	21.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	75	17.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	67	15.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	58	13.4
NO ADAPTIVE EQUIPMENT AVAILABLE	58	13.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	56	12.9
INADEQUATE TEACHER DIRECTIONS	31	7.1
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	31	7.1
REQUIRES TOO MUCH TEACHER TRAINING	23	5.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	128	29.5
POOR DURABILITY	74	17.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	67	15.4
POOR AUDIO QUALITY	38	8.8
DIFFICULT TO OPERATE AND/OR USE	27	6.2
DIFFICULT TO STORE/NOT PORTABLE	27	6.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	20	4.6
INADEQUATE HEALTH AND SAFETY FEATURES	20	4.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	417	11.8
TOTAL RESPONSES TO THIS PRIORITY AREA	417	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	4	1.0
PRE-SCHOOL	43	10.3
PRIMARY	77	18.5
PRE-ADOLESCENT	92	22.1
ADOLESCENT	132	31.7
YOUNG ADULT	65	15.6
INVALID OR NO RESPONSE	4	1.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	19	4.6
PRE-SCHOOL, AGES 3-4	123	29.5
PRIMARY, GRADES K-3	183	43.9
INTERMEDIATE, GRADES 4-6	32	7.7
JUNIOR HIGH, GRADES 7-9	13	3.1
HIGH SCHOOL, GRADES 10-12	16	3.8
INTERMEDIATE AND BELOW	14	3.4
JUNIOR AND SENIOR HIGH	14	3.4
INVALID OR NO RESPONSE	3	0.7

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	253	60.7
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	90	21.6
MULTIPLY HANDICAPPED	49	11.8
SEVERELY AND PROFOUNDLY HANDICAPPED	23	5.5
INVALID OR NO RESPONSE	2	0.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	417	11.8
TOTAL RESPONSES TO THIS PRIORITY AREA	417	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	16	3.8
3 TO 5	77	18.5
6 TO 10	138	33.1
11 TO 15	83	19.9
16 OR MORE	76	18.2
INVALID OR NO RESPONSE	27	6.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 3204 AND 4942 MIDPOINT 4073

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	162	38.8
GAMES, TOYS, PUZZLES	157	37.6
FILMSTRIPS, SLIDES	145	34.8
FILMS, FILMLOOPS	115	27.6
MANIPULATIVE OBJECTS AND TOOLS	114	27.3
MAPS, CHARTS, PICTURES, FLASHCARDS	111	26.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	105	25.2
SOUND FILMSTRIPS, SOUND SLIDES	95	22.8
FLANNEL BOARD MATERIALS	92	22.1
MODELS	80	19.2
MAGAZINES, SPECIALIZED COMIC BOOKS	73	17.5
WORKBOOKS, WORKTEXTS	70	16.8
MULTIMEDIA KITS	69	16.5
VIDEOTAPES, CLOSED-CIRCUIT TV	49	11.8
LARGE TYPE PRINT MATERIALS	43	10.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	38	9.1
SELF-INSTR./COMPUTER-ASSISTED MTRLS	36	8.6
AUDIO FLASHCARDS	25	6.0
BRAILLE MATERIALS	4	1.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
FILMS, FILMLOOPS	187	44.8
FILMSTRIPS, SLIDES	185	44.4
SOUND FILMSTRIPS, SOUND SLIDES	185	44.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	183	43.9
MULTIMEDIA KITS	174	41.7
MAGAZINES, SPECIALIZED COMIC BOOKS	173	41.5
GAMES, TOYS, PUZZLES	172	41.2
WORKBOOKS, WORKTEXTS	161	38.6
VIDEOTAPES, CLOSED-CIRCUIT TV	158	37.9
CASSETTE/REEL-TO-REEL TAPES, RECORDS	154	36.9
MANIPULATIVE OBJECTS AND TOOLS	130	31.2
SELF-INSTR./COMPUTER-ASSISTED MTRLS	122	29.3
MAPS, CHARTS, PICTURES, FLASHCARDS	120	28.8
FLANNEL BOARD MATERIALS	115	27.6
MODELS	108	25.9
LARGE TYPE PRINT MATERIALS	107	25.7
AUDIO FLASHCARDS	100	24.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	92	22.1
BRAILLE MATERIALS	38	9.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	417	11.8
TOTAL RESPONSES TO THIS PRIORITY AREA	417	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	161	38.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	102	24.5
AVAILABLE MATERIALS POOR IN QUALITY	61	14.6
AVAILABLE MATERIALS TOO COSTLY	31	7.4
INVALID OR NO RESPONSE	62	14.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	167	40.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	152	36.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	150	36.0
NOT ENOUGH REPETITION, REINFORCEMENT	137	32.9
CONCEPT LEVEL INAPPROPRIATE	132	31.7
NOT RELEVANT TO MY CURRICULUM	93	22.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	77	18.5
LANGUAGE LEVEL NOT UNIFORM	52	12.5
POOR SEQUENCING OF LEARNING COMPONENTS	42	10.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	25	6.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	150	36.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	117	28.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	110	26.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	106	25.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	100	24.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	79	18.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	78	18.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	63	15.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	59	14.1
NO ADAPTIVE EQUIPMENT AVAILABLE	45	10.8
INADEQUATE TEACHER DIRECTIONS	36	8.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	29	7.0
REQUIRES TOO MUCH TEACHER TRAINING	25	6.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	132	31.7
POOR DURABILITY	55	13.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	48	11.5
POOR AUDIO QUALITY	23	5.5
DIFFICULT TO OPERATE AND/OR USE	21	5.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	14	3.4
DIFFICULT TO STORE/NOT PORTABLE	13	3.1
INADEQUATE HEALTH AND SAFETY FEATURES	12	2.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: JOB PREPARATION/SKILLS DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	384	10.9
TOTAL RESPONSES TO THIS PRIORITY AREA	391	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	0	0.0
PRE-SCHOOL	3	0.8
PRIMARY	9	2.3
PRE-ADOLESCENT	45	11.5
ADOLESCENT	182	46.5
YOUNG ADULT	149	38.1
INVALID OR NO RESPONSE	3	0.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	5	1.3
PRE-SCHOOL, AGES 3-4	40	10.2
PRIMARY, GRADES K-3	171	43.7
INTERMEDIATE, GRADES 4-6	59	15.1
JUNIOR HIGH, GRADES 7-9	17	4.3
HIGH SCHOOL, GRADES 10-12	34	8.7
INTERMEDIATE AND BELOW	23	5.9
JUNIOR AND SENIOR HIGH	39	10.0
INVALID OR NO RESPONSE	3	0.8

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	294	75.2
MULTIPLY HANDICAPPED	45	11.5
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	42	10.7
SEVERELY AND PROFOUNDLY HANDICAPPED	9	2.3
INVALID OR NO RESPONSE	1	0.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: JOB PREPARATION/SKILLS DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	384	10.9
TOTAL RESPONSES TO THIS PRIORITY AREA	391	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	22	5.6
3 TO 5	37	9.5
6 TO 10	102	26.1
11 TO 15	89	22.8
16 OR MORE	125	32.0
INVALID OR NO RESPONSE	16	4.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 3724 AND 5709 MIDPOINT 4717

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	224	57.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	132	33.8
GAMES, TOYS, PUZZLES	132	33.8
FILMSTRIPS, SLIDES	127	32.5
MAPS, CHARTS, PICTURES, FLASHCARDS	117	29.9
FILMS, FILMLOOPS	115	29.4
WORKBOOKS, WORKTEXTS	101	25.8
MODELS	81	20.7
SOUND FILMSTRIPS, SOUND SLIDES	79	20.2
CASSETTE/REEL-TO-REEL TAPES, RECORDS	78	19.9
FLANNEL BOARD MATERIALS	58	14.8
MULTIMEDIA KITS	58	14.8
MAGAZINES, SPECIALIZED COMIC BOOKS	57	14.6
VIDEOTAPES, CLOSED-CIRCUIT TV	41	10.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	36	9.2
LARGE TYPE PRINT MATERIALS	32	8.2
AUDIO FLASHCARDS	30	7.7
SELF-INSTR./COMPUTER-ASSISTED MTRLS	30	7.7
BRAILLE MATERIALS	5	1.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	232	59.3
MANIPULATIVE OBJECTS AND TOOLS	230	58.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	216	55.2
FILMS, FILMLOOPS	214	54.7
SOUND FILMSTRIPS, SOUND SLIDES	207	52.9
MULTIMEDIA KITS	207	52.9
FILMSTRIPS, SLIDES	203	51.9
MAGAZINES, SPECIALIZED COMIC BOOKS	179	45.8
GAMES, TOYS, PUZZLES	175	44.8
SELF-INSTR./COMPUTER-ASSISTED MTRLS	159	40.7
VIDEOTAPES, CLOSED-CIRCUIT TV	152	38.9
MAPS, CHARTS, PICTURES, FLASHCARDS	147	37.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	144	36.8
MODELS	143	36.6
LARGE TYPE PRINT MATERIALS	124	31.7
AUDIO FLASHCARDS	114	29.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	107	27.4
FLANNEL BOARD MATERIALS	89	22.8
BRAILLE MATERIALS	49	12.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: JOB PREPARATION/SKILLS DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	384	10.9
TOTAL RESPONSES TO THIS PRIORITY AREA	391	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	158	40.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	76	19.4
AVAILABLE MATERIALS POOR IN QUALITY	56	14.3
AVAILABLE MATERIALS TOO COSTLY	34	8.7
INVALID OR NO RESPONSE	67	17.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	175	44.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	172	44.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	160	40.9
NOT ENOUGH REPETITION, REINFORCEMENT	141	36.1
CONCEPT LEVEL INAPPROPRIATE	134	34.3
NOT RELEVANT TO MY CURRICULUM	131	33.5
POOR SEQUENCING OF LEARNING COMPONENTS	62	15.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	60	15.3
LANGUAGE LEVEL NOT UNIFORM	41	10.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	25	6.4
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	165	42.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	148	37.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	133	34.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	106	27.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	89	22.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	82	21.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	79	20.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	69	17.6
NO ADAPTIVE EQUIPMENT AVAILABLE	67	17.1
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	44	11.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	41	10.5
INADEQUATE TEACHER DIRECTIONS	32	8.2
REQUIRES TOO MUCH TEACHER TRAINING	17	4.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	106	27.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	58	14.8
POOR DURABILITY	52	13.3
DIFFICULT TO STORE/NOT PORTABLE	24	6.1
DIFFICULT TO OPERATE AND/OR USE	17	4.3
INADEQUATE HEALTH AND SAFETY FEATURES	16	4.1
POOR AUDIO QUALITY	12	3.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	10	2.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	353	10.0
TOTAL RESPONSES TO THIS PRIORITY AREA	358	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	2	0.6
PRE-SCHOOL	5	1.4
PRIMARY	34	9.5
PRE-ADOLESCENT	54	15.1
ADOLESCENT	146	40.8
YOUNG ADULT	116	32.4
INVALID OR NO RESPONSE	1	0.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	2	0.6
PRE-SCHOOL, AGES 3-4	40	11.2
PRIMARY, GRADES K-3	186	52.0
INTERMEDIATE, GRADES 4-6	47	13.1
JUNIOR HIGH, GRADES 7-9	10	2.8
HIGH SCHOOL, GRADES 10-12	20	5.6
INTERMEDIATE AND BELOW	20	5.6
JUNIOR AND SENIOR HIGH	32	8.9
INVALID OR NO RESPONSE	1	0.3

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	280	78.2
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	42	11.7
MULTIPLY HANDICAPPED	28	7.8
SEVERELY AND PROFOUNDLY HANDICAPPED	7	2.0
INVALID OR NO RESPONSE	1	0.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	353	10.0
TOTAL RESPONSES TO THIS PRIORITY AREA	358	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	16	4.5
3 TO 5	44	12.3
6 TO 10	98	27.4
11 TO 15	80	22.3
16 OR MORE	107	29.9
INVALID OR NO RESPONSE	13	3.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 3328 AND 5107 MIDPOINT 4218

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MAPS, CHARTS, PICTURES, FLASHCARDS	156	43.6
FILMSTRIPS, SLIDES	155	43.3
FILMS, FILMLOOPS	137	38.3
GAMES, TOYS, PUZZLES	130	36.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	128	35.8
MANIPULATIVE OBJECTS AND TOOLS	127	35.5
WORKBOOKS, WORKTEXTS	116	32.4
SOUND FILMSTRIPS, SOUND SLIDES	102	28.5
FLANNEL BOARD MATERIALS	97	27.1
MAGAZINES, SPECIALIZED COMIC BOOKS	90	25.1
CASSETTE/REEL-TO-REEL TAPES, RECORDS	86	24.0
MODELS	67	18.7
MULTIMEDIA KITS	56	15.6
LARGE TYPE PRINT MATERIALS	43	12.0
AUDIO FLASHCARDS	41	11.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	36	10.1
SELF-INSTR./COMPUTER-ASSISTED MTRLS	32	8.9
VIDEOTAPES, CLOSED-CIRCUIT TV	26	7.3
BRAILLE MATERIALS	3	0.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	224	62.6
FILMS, FILMLOOPS	204	57.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	197	55.0
FILMSTRIPS, SLIDES	197	55.0
MULTIMEDIA KITS	191	53.4
SOUND FILMSTRIPS, SOUND SLIDES	186	52.0
MAGAZINES, SPECIALIZED COMIC BOOKS	183	51.1
GAMES, TOYS, PUZZLES	170	47.5
MANIPULATIVE OBJECTS AND TOOLS	166	46.4
MAPS, CHARTS, PICTURES, FLASHCARDS	165	46.1
CASSETTE/REEL-TO-REEL TAPES, RECORDS	155	43.3
VIDEOTAPES, CLOSED-CIRCUIT TV	155	43.3
SELF-INSTR./COMPUTER-ASSISTED MTRLS	139	38.8
MODELS	136	38.0
LARGE TYPE PRINT MATERIALS	128	35.8
FLANNEL BOARD MATERIALS	115	32.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	108	30.2
AUDIO FLASHCARDS	107	29.9
BRAILLE MATERIALS	45	12.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	353	10.0
TOTAL RESPONSES TO THIS PRIORITY AREA	358	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	146	40.8
AVAILABLE MATERIALS POOR IN QUALITY	62	17.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	53	14.8
AVAILABLE MATERIALS TOO COSTLY	34	9.5
INVALID OR NO RESPONSE	63	17.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	175	48.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	173	48.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	169	47.2
NOT ENOUGH REPETITION, REINFORCEMENT	159	44.4
CONCEPT LEVEL INAPPROPRIATE	127	35.5
NOT RELEVANT TO MY CURRICULUM	110	30.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	92	25.7
POOR SEQUENCING OF LEARNING COMPONENTS	58	16.2
LANGUAGE LEVEL NOT UNIFORM	42	11.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	34	9.5
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	175	48.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	133	37.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	132	36.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	113	31.6
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	94	26.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	86	24.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	80	22.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	60	16.8
NO ADAPTIVE EQUIPMENT AVAILABLE	52	14.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	51	14.2
INADEQUATE TEACHER DIRECTIONS	32	8.9
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	27	7.5
REQUIRES TOO MUCH TEACHER TRAINING	17	4.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	130	36.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	66	18.4
POOR DURABILITY	63	17.6
DIFFICULT TO OPERATE AND/OR USE	20	5.6
POOR AUDIO QUALITY	16	4.5
INADEQUATE HEALTH AND SAFETY FEATURES	15	4.2
DIFFICULT TO STORE/NOT PORTABLE	13	3.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	12	3.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FINE MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	338	9.6
TOTAL RESPONSES TO THIS PRIORITY AREA	338	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	35	10.4
PRE-SCHOOL	90	26.6
PRIMARY	91	26.9
PRE-ADOLESCENT	53	15.7
ADOLESCENT	34	10.1
YOUNG ADULT	30	8.9
INVALID OR NO RESPONSE	5	1.5

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	81	24.0
PRE-SCHOOL, AGES 3-4	154	45.6
PRIMARY, GRADES K-3	81	24.0
INTERMEDIATE, GRADES 4-6	10	3.0
JUNIOR HIGH, GRADES 7-9	3	0.9
HIGH SCHOOL, GRADES 10-12	3	0.9
INTERMEDIATE AND BELOW	3	0.9
JUNIOR AND SENIOR HIGH	1	0.3
INVALID OR NO RESPONSE	2	0.6

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	141	41.7
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	115	34.0
MULTIPLY HANDICAPPED	42	12.4
SEVERELY AND PROFOUNDLY HANDICAPPED	37	10.9
INVALID OR NO RESPONSE	3	0.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FINE MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	338	9.6
TOTAL RESPONSES TO THIS PRIORITY AREA	338	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	9	2.7
3 TO 5	52	15.4
6 TO 10	148	43.8
11 TO 15	51	15.1
16 OR MORE	61	18.0
INVALID OR NO RESPONSE	17	5.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2590 AND 4048 MIDPOINT 3319

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	282	83.4
GAMES, TOYS, PUZZLES	264	78.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	98	29.0
FLANNEL BOARD MATERIALS	88	26.0
WORKBOOKS, WORKTEXTS	81	24.0
MAPS, CHARTS, PICTURES, FLASHCARDS	66	19.5
LARGE TYPE PRINT MATERIALS	54	16.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	52	15.4
MODELS	52	15.4
MULTIMEDIA KITS	43	12.7
FILMSTRIPS, SLIDES	38	11.2
FILMS, FILMLOOPS	32	9.5
MAGAZINES, SPECIALIZED COMIC BOOKS	27	8.0
SOUND FILMSTRIPS, SOUND SLIDES	26	7.7
AUDIO FLASHCARDS	24	7.1
SELF-INSTR./COMPUTER-ASSISTED MTRLS	21	6.2
VIDEOTAPES, CLOSED-CIRCUIT TV	19	5.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	7	2.1
BRAILLE MATERIALS	5	1.5

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	205	60.7
GAMES, TOYS, PUZZLES	181	53.6
WORKBOOKS, WORKTEXTS	128	37.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	116	34.3
MULTIMEDIA KITS	107	31.7
SELF-INSTR./COMPUTER-ASSISTED MTRLS	83	24.6
LARGE TYPE PRINT MATERIALS	81	24.0
MODELS	77	22.8
FLANNEL BOARD MATERIALS	76	22.5
CASSETTE/REEL-TO-REEL TAPES, RECORDS	72	21.3
MAGAZINES, SPECIALIZED COMIC BOOKS	69	20.4
FILMS, FILMLOOPS	68	20.1
FILMSTRIPS, SLIDES	62	18.3
SOUND FILMSTRIPS, SOUND SLIDES	61	18.0
VIDEOTAPES, CLOSED-CIRCUIT TV	61	18.0
AUDIO FLASHCARDS	51	15.1
MAPS, CHARTS, PICTURES, FLASHCARDS	51	15.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	43	12.7
BRAILLE MATERIALS	33	9.8

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FINE MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	338	9.6
TOTAL RESPONSES TO THIS PRIORITY AREA	338	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	159	47.0
AVAILABLE MATERIALS TOO COSTLY	48	14.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	27	8.0
AVAILABLE MATERIALS POOR IN QUALITY	23	6.8
INVALID OR NO RESPONSE	81	24.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	123	36.4
INTEREST LEVEL INAPPROPRIATE	118	34.9
NOT RELEVANT TO MY CURRICULUM	98	29.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	82	24.3
CONCEPT LEVEL INAPPROPRIATE	81	24.0
POOR SEQUENCING OF LEARNING COMPONENTS	77	22.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	61	18.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	26	7.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	25	7.4
LANGUAGE LEVEL NOT UNIFORM	16	4.7
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	155	45.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	116	34.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	101	29.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	88	26.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	74	21.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	67	19.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	61	18.0
NO ADAPTIVE EQUIPMENT AVAILABLE	51	15.1
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	50	14.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	41	12.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	41	12.1
INADEQUATE TEACHER DIRECTIONS	17	5.0
REQUIRES TOO MUCH TEACHER TRAINING	10	3.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	96	28.4
POOR DURABILITY	92	27.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	40	11.8
DIFFICULT TO OPERATE AND/OR USE	31	9.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	25	7.4
DIFFICULT TO STORE/NOT PORTABLE	19	5.6
INADEQUATE HEALTH AND SAFETY FEATURES	19	5.6
POOR AUDIO QUALITY	15	4.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: GROSS MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	300	8.5
TOTAL RESPONSES TO THIS PRIORITY AREA	309	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	75	24.3
PRE-SCHOOL	75	24.3
PRIMARY	73	23.6
PRE-ADOLESCENT	37	12.0
ADOLESCENT	34	11.0
YOUNG ADULT	13	4.2
INVALID OR NO RESPONSE	2	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	145	46.9
PRE-SCHOOL, AGES 3-4	94	30.4
PRIMARY, GRADES K-3	50	16.2
INTERMEDIATE, GRADES 4-6	7	2.3
JUNIOR HIGH, GRADES 7-9	1	0.3
HIGH SCHOOL, GRADES 10-12	1	0.3
INTERMEDIATE AND BELOW	7	2.3
JUNIOR AND SENIOR HIGH	2	0.6
INVALID OR NO RESPONSE	2	0.6

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	98	31.7
MODERATELY (TRAINABLE) MENTALLY RETARDED	85	27.5
SEVERELY AND PROFOUNDLY HANDICAPPED	65	21.0
MULTIPLY HANDICAPPED	58	18.8
INVALID OR NO RESPONSE	3	1.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: GROSS MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	300	8.5
TOTAL RESPONSES TO THIS PRIORITY AREA	309	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	22	7.1
3 TO 5	51	16.5
6 TO 10	114	36.9
11 TO 15	44	14.2
16 OR MORE	67	21.7
INVALID OR NO RESPONSE	11	3.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2415 AND 3774 MIDPOINT 3095

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	201	65.0
GAMES, TOYS, PUZZLES	194	62.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	139	45.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	84	27.2
MODELS	47	15.2
FLANNEL BOARD MATERIALS	45	14.6
FILMS, FILMLOOPS	41	13.3
MAPS, CHARTS, PICTURES, FLASHCARDS	41	13.3
FILMSTRIPS, SLIDES	38	12.3
MULTIMEDIA KITS	30	9.7
WORKBOOKS, WORKTEXTS	27	8.7
VIDEOTAPES, CLOSED-CIRCUIT TV	26	8.4
SOUND FILMSTRIPS, SOUND SLIDES	24	7.8
MAGAZINES, SPECIALIZED COMIC BOOKS	22	7.1
LARGE TYPE PRINT MATERIALS	22	7.1
SELF-INSTR./COMPUTER-ASSISTED MTRLS	18	5.8
AUDIO FLASHCARDS	15	4.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	13	4.2
BRAILLE MATERIALS	5	1.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	156	50.5
GAMES, TOYS, PUZZLES	130	42.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	123	39.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	73	23.6
FILMS, FILMLOOPS	70	22.7
VIDEOTAPES, CLOSED-CIRCUIT TV	67	21.7
SOUND FILMSTRIPS, SOUND SLIDES	61	19.7
FILMSTRIPS, SLIDES	59	19.1
MULTIMEDIA KITS	57	18.4
WORKBOOKS, WORKTEXTS	54	17.5
MODELS	52	16.8
SELF-INSTR./COMPUTER-ASSISTED MTRLS	48	15.5
FLANNEL BOARD MATERIALS	47	15.2
MAGAZINES, SPECIALIZED COMIC BOOKS	46	14.9
MAPS, CHARTS, PICTURES, FLASHCARDS	41	13.3
LARGE TYPE PRINT MATERIALS	36	11.7
AUDIO FLASHCARDS	33	10.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	28	9.1
BRAILLE MATERIALS	17	5.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: GROSS MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	300	8.5
TOTAL RESPONSES TO THIS PRIORITY AREA	309	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	106	34.3
AVAILABLE MATERIALS TOO COSTLY	86	27.8
AVAILABLE MATERIALS POOR IN QUALITY	25	8.1
DON'T KNOW OF ANY MATERIALS AVAILABLE	23	7.4
INVALID OR NO RESPONSE	69	22.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT RELEVANT TO MY CURRICULUM	112	36.2
NOT ENOUGH REPETITION, REINFORCEMENT	76	24.6
INTEREST LEVEL INAPPROPRIATE	73	23.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	66	21.4
CONCEPT LEVEL INAPPROPRIATE	59	19.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	54	17.5
POOR SEQUENCING OF LEARNING COMPONENTS	48	15.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	28	9.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	16	5.2
LANGUAGE LEVEL NOT UNIFORM	15	4.9
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	136	44.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	91	29.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	74	23.9
NO ADAPTIVE EQUIPMENT AVAILABLE	67	21.7
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	61	19.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	59	19.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	53	17.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	46	14.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	40	12.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	38	12.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	38	12.3
INADEQUATE TEACHER DIRECTIONS	21	6.8
REQUIRES TOO MUCH TEACHER TRAINING	20	6.5
PHYSICAL PROPERTIES		
POOR DURABILITY	64	20.7
LOW CHILD APPEAL	60	19.4
DIFFICULT TO STORE/NOT PORTABLE	53	17.2
DIFFICULT TO OPERATE AND/OR USE	27	8.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	19	6.1
INADEQUATE HEALTH AND SAFETY FEATURES	18	5.8
POOR AUDIO QUALITY	13	4.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	11	3.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FEEDING AND EATING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	271	7.7
TOTAL RESPONSES TO THIS PRIORITY AREA	273	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	59	21.6
PRE-SCHOOL	68	24.9
PRIMARY	54	19.8
PRE-ADOLESCENT	26	9.5
ADOLESCENT	41	15.0
YOUNG ADULT	22	8.1
INVALID OR NO RESPONSE	3	1.1

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	174	63.7
PRE-SCHOOL, AGES 3-4	65	23.8
PRIMARY, GRADES K-3	19	7.0
INTERMEDIATE, GRADES 4-6	4	1.5
JUNIOR HIGH, GRADES 7-9	1	0.4
HIGH SCHOOL, GRADES 10-12	1	0.4
INTERMEDIATE AND BELOW	5	1.8
JUNIOR AND SENIOR HIGH	2	0.7
INVALID OR NO RESPONSE	2	0.7

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	118	43.2
SEVERELY AND PROFOUNDLY HANDICAPPED	64	23.4
MULTIPLY HANDICAPPED	60	22.0
MODERATELY (TRAINABLE) MENTALLY RETARDED	30	11.0
INVALID OR NO RESPONSE	1	0.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FEEDING AND EATING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	271	7.7
TOTAL RESPONSES TO THIS PRIORITY AREA	273	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	21	7.7
3 TO 5	63	23.1
6 TO 10	113	41.4
11 TO 15	28	10.3
16 OR MORE	36	13.2
INVALID OR NO RESPONSE	12	4.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1772 AND 2807 MIDPOINT 2290

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	127	46.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	113	41.4
GAMES, TOYS, PUZZLES	67	24.5
MODELS	46	16.8
FILMSTRIPS, SLIDES	41	15.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	32	11.7
MAPS, CHARTS, PICTURES, FLASHCARDS	28	10.3
SOUND FILMSTRIPS, SOUND SLIDES	27	9.9
FLANNEL BOARD MATERIALS	27	9.9
FILMS, FILMLOOPS	25	9.2
MAGAZINES, SPECIALIZED COMIC BOOKS	20	7.3
VIDEOTAPES, CLOSED-CIRCUIT TV	19	7.0
LARGE TYPE PRINT MATERIALS	16	5.9
AUDIO FLASHCARDS	15	5.5
WORKBOOKS, WORKTEXTS	12	4.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	12	4.4
MULTIMEDIA KITS	10	3.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	9	3.3
BRAILLE MATERIALS	3	1.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	111	40.7
MANIPULATIVE OBJECTS AND TOOLS	109	39.9
FILMS, FILMLOOPS	66	24.2
GAMES, TOYS, PUZZLES	66	24.2
MODELS	64	23.4
VIDEOTAPES, CLOSED-CIRCUIT TV	61	22.3
SOUND FILMSTRIPS, SOUND SLIDES	59	21.6
FILMSTRIPS, SLIDES	58	21.2
FLANNEL BOARD MATERIALS	49	17.9
MULTIMEDIA KITS	48	17.6
WORKBOOKS, WORKTEXTS	47	17.2
CASSETTE/REEL-TO-REEL TAPES, RECORDS	44	16.1
MAGAZINES, SPECIALIZED COMIC BOOKS	41	15.0
SELF-INSTR./COMPUTER-ASSISTED MTRLS	41	15.0
AUDIO FLASHCARDS	34	12.5
MAPS, CHARTS, PICTURES, FLASHCARDS	33	12.1
LARGE TYPE PRINT MATERIALS	27	9.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	24	8.8
BRAILLE MATERIALS	15	5.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FEEDING AND EATING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	271	7.7
TOTAL RESPONSES TO THIS PRIORITY AREA	273	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	92	33.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	60	22.0
AVAILABLE MATERIALS POOR IN QUALITY	49	17.9
AVAILABLE MATERIALS TOO COSTLY	18	6.6
INVALID OR NO RESPONSE	54	19.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT RELEVANT TO MY CURRICULUM	96	35.2
INTEREST LEVEL INAPPROPRIATE	63	23.1
CONCEPT LEVEL INAPPROPRIATE	52	19.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	47	17.2
POOR SEQUENCING OF LEARNING COMPONENTS	44	16.1
NOT ENOUGH REPETITION, REINFORCEMENT	44	16.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	42	15.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	17	6.2
LANGUAGE LEVEL NOT UNIFORM	12	4.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	11	4.0
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	98	35.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	72	26.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	60	22.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	55	20.1
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	48	17.6
NO ADAPTIVE EQUIPMENT AVAILABLE	47	17.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	33	12.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	30	11.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	28	10.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	26	9.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	26	9.5
INADEQUATE TEACHER DIRECTIONS	18	6.6
REQUIRES TOO MUCH TEACHER TRAINING	11	4.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	49	17.9
POOR DURABILITY	27	9.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	15	5.5
INADEQUATE HEALTH AND SAFETY FEATURES	14	5.1
DIFFICULT TO OPERATE AND/OR USE	13	4.8
DIFFICULT TO STORE/NOT PORTABLE	9	3.3
POOR AUDIO QUALITY	7	2.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	7	2.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SOCIAL INTERACTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	269	7.6
TOTAL RESPONSES TO THIS PRIORITY AREA	270	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	5	1.9
PRE-SCHOOL	28	10.4
PRIMARY	39	14.4
PRE-ADOLESCENT	49	18.1
ADOLESCENT	83	30.7
YOUNG ADULT	64	23.7
INVALID OR NO RESPONSE	2	0.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	21	7.8
PRE-SCHOOL, AGES 3-4	73	27.0
PRIMARY, GRADES K-3	108	40.0
INTERMEDIATE, GRADES 4-6	15	5.6
JUNIOR HIGH, GRADES 7-9	9	3.3
HIGH SCHOOL, GRADES 10-12	12	4.4
INTERMEDIATE AND BELOW	19	7.0
JUNIOR AND SENIOR HIGH	11	4.1
INVALID OR NO RESPONSE	2	0.7

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	161	59.6
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	57	21.1
SEVERELY AND PROFOUNDLY HANDICAPPED	26	9.6
MULTIPLY HANDICAPPED	24	8.9
INVALID OR NO RESPONSE	2	0.7

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SOCIAL INTERACTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	269	7.6
TOTAL RESPONSES TO THIS PRIORITY AREA	270	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	1	0.4
3 TO 5	27	10.0
6 TO 10	94	34.8
11 TO 15	58	21.5
16 OR MORE	78	28.9
INVALID OR NO RESPONSE	12	4.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2532 AND 3897 MIDPOINT 3215

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	140	51.9
FILMSTRIPS, SLIDES	115	42.6
FILMS, FILMLOOPS	104	38.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	98	36.3
CASSETTE/REEL-TO-REEL TAPES, RECORDS .	93	34.4
MANIPULATIVE OBJECTS AND TOOLS	91	33.7
SOUND FILMSTRIPS, SOUND SLIDES	85	31.5
MAPS, CHARTS, PICTURES, FLASHCARDS ...	71	26.3
FLANNEL BOARD MATERIALS	70	25.9
MAGAZINES, SPECIALIZED COMIC BOOKS ...	63	23.3
MODELS	53	19.6
WORKBOOKS, WORKTEXTS	52	19.3
MULTIMEDIA KITS	52	19.3
VIDEOTAPES, CLOSED-CIRCUIT TV	43	15.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS .	28	10.4
LARGE TYPE PRINT MATERIALS	26	9.6
AUDIO FLASHCARDS	25	9.3
SELF-INSTR./COMPUTER-ASSISTED MTRLS ..	11	4.1
BRAILLE MATERIALS	3	1.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	129	47.8
SOUND FILMSTRIPS, SOUND SLIDES	126	46.7
MAGAZINES, SPECIALIZED COMIC BOOKS ...	124	45.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	120	44.4
FILMS, FILMLOOPS	119	44.1
FILMSTRIPS, SLIDES	117	43.3
MULTIMEDIA KITS	116	43.0
VIDEOTAPES, CLOSED-CIRCUIT TV	112	41.5
CASSETTE/REEL-TO-REEL TAPES, RECORDS .	107	39.6
WORKBOOKS, WORKTEXTS	106	39.3
MAPS, CHARTS, PICTURES, FLASHCARDS ...	88	32.6
MANIPULATIVE OBJECTS AND TOOLS	87	32.2
FLANNEL BOARD MATERIALS	82	30.4
MODELS	80	29.6
LARGE TYPE PRINT MATERIALS	72	26.7
SELF-INSTR./COMPUTER-ASSISTED MTRLS ..	72	26.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS .	68	25.2
AUDIO FLASHCARDS	57	21.1
BRAILLE MATERIALS	26	9.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SOCIAL INTERACTION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	269	7.6
TOTAL RESPONSES TO THIS PRIORITY AREA	270	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	113	41.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	44	16.3
AVAILABLE MATERIALS POOR IN QUALITY	44	16.3
AVAILABLE MATERIALS TOO COSTLY	27	10.0
INVALID OR NO RESPONSE	42	15.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	116	43.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	114	42.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	111	41.1
CONCEPT LEVEL INAPPROPRIATE	92	34.1
NOT ENOUGH REPETITION, REINFORCEMENT	89	33.0
NOT RELEVANT TO MY CURRICULUM	64	23.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	51	18.9
LANGUAGE LEVEL NOT UNIFORM	31	11.5
POOR SEQUENCING OF LEARNING COMPONENTS	31	11.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	15	5.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	107	39.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	89	33.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	78	28.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	65	24.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	61	22.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	51	18.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	48	17.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	46	17.0
NO ADAPTIVE EQUIPMENT AVAILABLE	36	13.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	32	11.9
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	19	7.0
INADEQUATE TEACHER DIRECTIONS	17	6.3
REQUIRES TOO MUCH TEACHER TRAINING	13	4.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	87	32.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	31	11.5
POOR DURABILITY	27	10.0
POOR AUDIO QUALITY	19	7.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	13	4.8
DIFFICULT TO OPERATE AND/OR USE	10	3.7
DIFFICULT TO STORE/NOT PORTABLE	7	2.6
INADEQUATE HEALTH AND SAFETY FEATURES	4	1.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: BASIC SENSORY AWARENESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	265	7.5
TOTAL RESPONSES TO THIS PRIORITY AREA	269	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	125	46.5
PRE-SCHOOL	44	16.4
PRIMARY	32	11.9
PRE-ADOLESCENT	17	6.3
ADOLESCENT	32	11.9
YOUNG ADULT	18	6.7
INVALID OR NO RESPONSE	1	0.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	212	78.8
PRE-SCHOOL, AGES 3-4	38	14.1
PRIMARY, GRADES K-3	9	3.3
INTERMEDIATE, GRADES 4-6	1	0.4
JUNIOR HIGH, GRADES 7-9	0	0.0
HIGH SCHOOL, GRADES 10-12	4	1.5
INTERMEDIATE AND BELOW	3	1.1
JUNIOR AND SENIOR HIGH	1	0.4
INVALID OR NO RESPONSE	1	0.4

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	117	43.5
SEVERELY AND PROFOUNDLY HANDICAPPED	72	26.8
MULTIPLY HANDICAPPED	46	17.1
MODERATELY (TRAINABLE) MENTALLY RETARDED	32	11.9
INVALID OR NO RESPONSE	2	0.7

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: BASIC SENSORY AWARENESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	265	7.5
TOTAL RESPONSES TO THIS PRIORITY AREA	269	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	24	8.9
3 TO 5	69	25.7
6 TO 10	78	29.0
11 TO 15	40	14.9
16 OR MORE	48	17.8
INVALID OR NO RESPONSE	10	3.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1907 AND 2973 MIDPOINT 2440

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	189	70.3
GAMES, TOYS, PUZZLES	180	66.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	103	38.3
CASSETTE/REEL-TO-REEL TAPES, RECORDS	84	31.2
FLANNEL BOARD MATERIALS	47	17.5
FILMS, FILMLOOPS	46	17.1
FILMSTRIPS, SLIDES	42	15.6
SOUND FILMSTRIPS, SOUND SLIDES	41	15.2
MAPS, CHARTS, PICTURES, FLASHCARDS	38	14.1
MODELS	28	10.4
MULTIMEDIA KITS	28	10.4
VIDEOTAPES, CLOSED-CIRCUIT TV	25	9.3
MAGAZINES, SPECIALIZED COMIC BOOKS	22	8.2
WORKBOOKS, WORKTEXTS	17	6.3
LARGE TYPE PRINT MATERIALS	14	5.2
SELF-INSTR./COMPUTER-ASSISTED MTRLS	10	3.7
AUDIO FLASHCARDS	9	3.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	6	2.2
BRAILLE MATERIALS	4	1.5

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	152	56.5
GAMES, TOYS, PUZZLES	128	47.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	114	42.4
CASSETTE/REEL-TO-REEL TAPES, RECORDS	91	33.8
FILMS, FILMLOOPS	73	27.1
SOUND FILMSTRIPS, SOUND SLIDES	70	26.0
MULTIMEDIA KITS	63	23.4
FILMSTRIPS, SLIDES	56	20.8
FLANNEL BOARD MATERIALS	56	20.8
VIDEOTAPES, CLOSED-CIRCUIT TV	49	18.2
WORKBOOKS, WORKTEXTS	45	16.7
MAPS, CHARTS, PICTURES, FLASHCARDS	41	15.2
AUDIO FLASHCARDS	35	13.0
MODELS	35	13.0
MAGAZINES, SPECIALIZED COMIC BOOKS	34	12.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS	33	12.3
LARGE TYPE PRINT MATERIALS	31	11.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	30	11.2
BRAILLE MATERIALS	26	9.7

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: BASIC SENSORY AWARENESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	265	7.5
TOTAL RESPONSES TO THIS PRIORITY AREA	269	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	124	46.1
DON'T KNOW OF ANY MATERIALS AVAILABLE	35	13.0
AVAILABLE MATERIALS POOR IN QUALITY	28	10.4
AVAILABLE MATERIALS TOO COSTLY	27	10.0
INVALID OR NO RESPONSE	55	20.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT RELEVANT TO MY CURRICULUM	115	42.8
INTEREST LEVEL INAPPROPRIATE	107	39.8
CONCEPT LEVEL INAPPROPRIATE	87	32.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	75	27.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	71	26.4
NOT ENOUGH REPETITION, REINFORCEMENT	64	23.8
POOR SEQUENCING OF LEARNING COMPONENTS	42	15.6
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	22	8.2
LANGUAGE LEVEL NOT UNIFORM	18	6.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	18	6.7
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	113	42.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	68	25.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	64	23.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	64	23.8
NO ADAPTIVE EQUIPMENT AVAILABLE	54	20.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	51	19.0
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	50	18.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	42	15.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	39	14.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	33	12.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	29	10.8
INADEQUATE TEACHER DIRECTIONS	15	5.6
REQUIRES TOO MUCH TEACHER TRAINING	10	3.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	71	26.4
POOR DURABILITY	52	19.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	37	13.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	33	12.3
POOR AUDIO QUALITY	27	10.0
INADEQUATE HEALTH AND SAFETY FEATURES	21	7.8
DIFFICULT TO STORE/NOT PORTABLE	14	5.2
DIFFICULT TO OPERATE AND/OR USE	8	3.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT/GENERALIZATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	255	7.2
TOTAL RESPONSES TO THIS PRIORITY AREA	255	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	3	1.2
PRE-SCHOOL	58	22.7
PRIMARY	78	30.6
PRE-ADOLESCENT	48	18.8
ADOLESCENT	40	15.7
YOUNG ADULT	25	9.8
INVALID OR NO RESPONSE	3	1.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	23	9.0
PRE-SCHOOL, AGES 3-4	111	43.5
PRIMARY, GRADES K-3	90	35.3
INTERMEDIATE, GRADES 4-6	11	4.3
JUNIOR HIGH, GRADES 7-9	4	1.6
HIGH SCHOOL, GRADES 10-12	3	1.2
INTERMEDIATE AND BELOW	6	2.4
JUNIOR AND SENIOR HIGH	6	2.4
INVALID OR NO RESPONSE	1	0.4

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	129	50.6
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	56	22.0
MULTIPLY HANDICAPPED	44	17.3
SEVERELY AND PROFOUNDLY HANDICAPPED	23	9.0
INVALID OR NO RESPONSE	3	1.2

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT/GENERALIZATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	255	7.2
TOTAL RESPONSES TO THIS PRIORITY AREA	255	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	8	3.1
3 TO 5	50	19.6
6 TO 10	96	37.6
11 TO 15	45	17.6
16 OR MORE	46	18.0
INVALID OR NO RESPONSE	10	3.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1965 AND 3051 MIDPOINT 2508

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	182	71.4
MANIPULATIVE OBJECTS AND TOOLS	169	66.3
MAPS, CHARTS, PICTURES, FLASHCARDS	143	56.1
FLANNEL BOARD MATERIALS	120	47.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	118	46.3
WORKBOOKS, WORKTEXTS	100	39.2
FILMSTRIPS, SLIDES	94	36.9
CASSETTE/REEL-TO-REEL TAPES, RECORDS	83	32.5
FILMS, FILMLOOPS	69	27.1
SOUND FILMSTRIPS, SOUND SLIDES	61	23.9
MODELS	55	21.6
MULTIMEDIA KITS	55	21.6
MAGAZINES, SPECIALIZED COMIC BOOKS	54	21.2
LARGE TYPE PRINT MATERIALS	45	17.6
AUDIO FLASHCARDS	45	17.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	32	12.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	30	11.8
VIDEOTAPES, CLOSED-CIRCUIT TV	27	10.6
BRAILLE MATERIALS	3	1.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	144	56.5
WORKBOOKS, WORKTEXTS	142	55.7
MANIPULATIVE OBJECTS AND TOOLS	139	54.5
MULTIMEDIA KITS	112	43.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	108	42.4
CASSETTE/REEL-TO-REEL TAPES, RECORDS	107	42.0
FILMSTRIPS, SLIDES	106	41.6
FLANNEL BOARD MATERIALS	101	39.6
MAPS, CHARTS, PICTURES, FLASHCARDS	100	39.2
FILMS, FILMLOOPS	98	38.4
SOUND FILMSTRIPS, SOUND SLIDES	92	36.1
MAGAZINES, SPECIALIZED COMIC BOOKS	87	34.1
LARGE TYPE PRINT MATERIALS	83	32.5
MODELS	76	29.8
SELF-INSTR./COMPUTER-ASSISTED MTRLS	76	29.8
AUDIO FLASHCARDS	71	27.8
VIDEOTAPES, CLOSED-CIRCUIT TV	65	25.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	47	18.4
BRAILLE MATERIALS	23	9.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CONCEPT DEVELOPMENT/GENERALIZATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	255	7.2
TOTAL RESPONSES TO THIS PRIORITY AREA	255	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	105	41.2
AVAILABLE MATERIALS TOO COSTLY	39	15.3
AVAILABLE MATERIALS POOR IN QUALITY	33	12.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	29	11.4
INVALID OR NO RESPONSE	49	19.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	144	56.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	115	45.1
INTEREST LEVEL INAPPROPRIATE	111	43.5
CONCEPT LEVEL INAPPROPRIATE	111	43.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	93	36.5
NOT RELEVANT TO MY CURRICULUM	76	29.8
POOR SEQUENCING OF LEARNING COMPONENTS	71	27.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	36	14.1
LANGUAGE LEVEL NOT UNIFORM	35	13.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	17	6.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	125	49.0
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	110	43.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	99	38.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	92	36.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	89	34.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	59	23.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	54	21.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	50	19.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	43	16.9
NO ADAPTIVE EQUIPMENT AVAILABLE	33	12.9
REQUIRES TOO MUCH TEACHER TRAINING	19	7.5
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	18	7.1
INADEQUATE TEACHER DIRECTIONS	10	3.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	83	32.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	62	24.3
POOR DURABILITY	59	23.1
POOR AUDIO QUALITY	17	6.7
DIFFICULT TO OPERATE AND/OR USE	14	5.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	13	5.1
DIFFICULT TO STORE/NOT PORTABLE	12	4.7
INADEQUATE HEALTH AND SAFETY FEATURES	5	2.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: TOILETING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	233	6.6
TOTAL RESPONSES TO THIS PRIORITY AREA	234	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	41	17.5
PRE-SCHOOL	79	33.8
PRIMARY	49	20.9
PRE-ADOLESCENT	21	9.0
ADOLESCENT	29	12.4
YOUNG ADULT	12	5.1
INVALID OR NO RESPONSE	3	1.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	147	62.8
PRE-SCHOOL, AGES 3-4	64	27.4
PRIMARY, GRADES K-3	16	6.8
INTERMEDIATE, GRADES 4-6	1	0.4
JUNIOR HIGH, GRADES 7-9	0	0.0
HIGH SCHOOL, GRADES 10-12	1	0.4
INTERMEDIATE AND BELOW	3	1.3
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	2	0.9

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	114	48.7
MODERATELY (TRAINABLE) MENTALLY RETARDED	43	18.4
SEVERELY AND PROFOUNDLY HANDICAPPED	42	17.9
MULTIPLY HANDICAPPED	35	15.0
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: TOILETING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	233	6.6
TOTAL RESPONSES TO THIS PRIORITY AREA	234	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	40	17.1
3 TO 5	59	25.2
6 TO 10	84	35.9
11 TO 15	20	8.5
16 OR MORE	18	7.7
INVALID OR NO RESPONSE	13	5.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1229 AND 1965 MIDPOINT 1597

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	99	42.3
MANIPULATIVE OBJECTS AND TOOLS	44	18.8
GAMES, TOYS, PUZZLES	37	15.8
MODELS	24	10.3
CASSETTE/REEL-TO-REEL TAPES, RECORDS	21	9.0
FILMS, FILMLOOPS	20	8.5
MAPS, CHARTS, PICTURES, FLASHCARDS	20	8.5
FLANNEL BOARD MATERIALS	20	8.5
LARGE TYPE PRINT MATERIALS	16	6.8
MAGAZINES, SPECIALIZED COMIC BOOKS	15	6.4
FILMSTRIPS, SLIDES	15	6.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	13	5.6
SOUND FILMSTRIPS, SOUND SLIDES	11	4.7
MULTIMEDIA KITS	11	4.7
WORKBOOKS, WORKTEXTS	10	4.3
VIDEOTAPES, CLOSED-CIRCUIT TV	10	4.3
AUDIO FLASHCARDS	9	3.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	7	3.0
BRAILLE MATERIALS	5	2.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	99	42.3
MANIPULATIVE OBJECTS AND TOOLS	55	23.5
FILMS, FILMLOOPS	52	22.2
MODELS	52	22.2
GAMES, TOYS, PUZZLES	47	20.1
SOUND FILMSTRIPS, SOUND SLIDES	45	19.2
FILMSTRIPS, SLIDES	43	18.4
VIDEOTAPES, CLOSED-CIRCUIT TV	43	18.4
MULTIMEDIA KITS	40	17.1
WORKBOOKS, WORKTEXTS	37	15.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	34	14.5
FLANNEL BOARD MATERIALS	34	14.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	33	14.1
MAGAZINES, SPECIALIZED COMIC BOOKS	30	12.8
AUDIO FLASHCARDS	30	12.8
MAPS, CHARTS, PICTURES, FLASHCARDS	30	12.8
LARGE TYPE PRINT MATERIALS	28	12.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	24	10.3
BRAILLE MATERIALS	15	6.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPEC
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: TOILETING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	233	6.6
TOTAL RESPONSES TO THIS PRIORITY AREA	234	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	67	28.6
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	62	26.5
AVAILABLE MATERIALS POOR IN QUALITY	35	15.0
AVAILABLE MATERIALS TOO COSTLY	12	5.1
INVALID OR NO RESPONSE	58	24.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT RELEVANT TO MY CURRICULUM	58	24.8
INTEREST LEVEL INAPPROPRIATE	40	17.1
CONCEPT LEVEL INAPPROPRIATE	39	16.7
NOT ENOUGH REPETITION, REINFORCEMENT	36	15.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	35	15.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	31	13.2
POOR SEQUENCING OF LEARNING COMPONENTS	26	11.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	11	4.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	4.7
LANGUAGE LEVEL NOT UNIFORM	7	3.0
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	62	26.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	57	24.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	42	17.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	33	14.1
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	28	12.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	26	11.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	25	10.7
NO ADAPTIVE EQUIPMENT AVAILABLE	24	10.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	22	9.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	14	6.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	12	5.1
INADEQUATE TEACHER DIRECTIONS	12	5.1
REQUIRES TOO MUCH TEACHER TRAINING	8	3.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	36	15.4
POOR DURABILITY	18	7.7
INADEQUATE HEALTH AND SAFETY FEATURES	14	6.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	9	3.8
DIFFICULT TO OPERATE AND/OR USE	9	3.8
DIFFICULT TO STORE/NOT PORTABLE	7	3.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	6	2.6
POOR AUDIO QUALITY	5	2.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF PHRASES, SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	204	5.8
TOTAL RESPONSES TO THIS PRIORITY AREA	204	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	0	0.0
PRE-SCHOOL	38	18.6
PRIMARY	75	36.8
PRE-ADOLESCENT	46	22.5
ADOLESCENT	30	14.7
YOUNG ADULT	13	6.4
INVALID OR NO RESPONSE	2	1.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	6	2.9
PRE-SCHOOL, AGES 3-4	112	54.9
PRIMARY, GRADES K-3	65	31.9
INTERMEDIATE, GRADES 4-6	12	5.9
JUNIOR HIGH, GRADES 7-9	3	1.5
HIGH SCHOOL, GRADES 10-12	2	1.0
INTERMEDIATE AND BELOW	3	1.5
JUNIOR AND SENIOR HIGH	1	0.5
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	134	65.7
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	37	18.1
MULTIPLY HANDICAPPED	28	13.7
SEVERELY AND PROFOUNDLY HANDICAPPED	4	2.0
INVALID OR NO RESPONSE	1	0.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF PHRASES, SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	204	5.8
TOTAL RESPONSES TO THIS PRIORITY AREA	204	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	8	3.9
3 TO 5	40	19.6
6 TO 10	88	43.1
11 TO 15	42	20.6
16 OR MORE	23	11.3
INVALID OR NO RESPONSE	3	1.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1486 AND 2301 MIDPOINT 1894

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	132	64.7
MAPS, CHARTS, PICTURES, FLASHCARDS	123	60.3
MANIPULATIVE OBJECTS AND TOOLS	107	52.5
FLANNEL BOARD MATERIALS	105	51.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	94	46.1
CASSETTE/REEL-TO-REEL TAPES, RECORDS	90	44.1
WORKBOOKS, WORKTEXTS	66	32.4
MULTIMEDIA KITS	62	30.4
FILMS, FILMLOOPS	57	27.9
FILMSTRIPS, SLIDES	57	27.9
AUDIO FLASHCARDS	53	26.0
MODELS	52	25.5
MAGAZINES, SPECIALIZED COMIC BOOKS	51	25.0
SOUND FILMSTRIPS, SOUND SLIDES	46	22.5
LARGE TYPE PRINT MATERIALS	36	17.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS	28	13.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	22	10.8
VIDEOTAPES, CLOSED-CIRCUIT TV	17	8.3
BRAILLE MATERIALS	1	0.5

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	93	45.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	91	44.6
MULTIMEDIA KITS	87	42.6
GAMES, TOYS, PUZZLES	84	41.2
AUDIO FLASHCARDS	82	40.2
SOUND FILMSTRIPS, SOUND SLIDES	81	39.7
FILMS, FILMLOOPS	77	37.7
FILMSTRIPS, SLIDES	76	37.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	74	36.3
FLANNEL BOARD MATERIALS	74	36.3
SELF-INSTR./COMPUTER-ASSISTED MTRLS	71	34.8
MANIPULATIVE OBJECTS AND TOOLS	68	33.3
LARGE TYPE PRINT MATERIALS	64	31.4
MAPS, CHARTS, PICTURES, FLASHCARDS	62	30.4
VIDEOTAPES, CLOSED-CIRCUIT TV	61	29.9
MAGAZINES, SPECIALIZED COMIC BOOKS	60	29.4
MODELS	46	22.[illegible]
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	43	21.1
BRAILLE MATERIALS	14	6.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF PHRASES, SENTENCES

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	204	5.8
TOTAL RESPONSES TO THIS PRIORITY AREA	204	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	82	40.2
AVAILABLE MATERIALS TOO COSTLY	44	21.6
AVAILABLE MATERIALS POOR IN QUALITY	22	10.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	16	7.8
INVALID OR NO RESPONSE	40	19.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	94	46.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	93	45.6
INTEREST LEVEL INAPPROPRIATE	73	35.8
CONCEPT LEVEL INAPPROPRIATE	70	34.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	59	28.9
POOR SEQUENCING OF LEARNING COMPONENTS	58	28.4
NOT RELEVANT TO MY CURRICULUM	45	22.1
LANGUAGE LEVEL NOT UNIFORM	43	21.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	28	13.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	13	6.4
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	103	50.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	68	33.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	68	33.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	61	29.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	57	27.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	48	23.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	48	23.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	40	19.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	27	13.2
NO ADAPTIVE EQUIPMENT AVAILABLE	24	11.8
REQUIRES TOO MUCH TEACHER TRAINING	19	9.3
INADEQUATE TEACHER DIRECTIONS	12	5.9
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	12	5.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	56	27.5
POOR DURABILITY	48	23.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	40	19.6
POOR AUDIO QUALITY	19	9.3
DIFFICULT TO OPERATE AND/OR USE	11	5.4
DIFFICULT TO STORE/NOT PORTABLE	9	4.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	7	3.4
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REASONING/DECISION MAKING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	189	5.4
TOTAL RESPONSES TO THIS PRIORITY AREA	189	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	2	1.1
PRE-SCHOOL	13	6.9
PRIMARY	31	16.4
PRE-ADOLESCENT	43	22.8
ADOLESCENT	66	34.9
YOUNG ADULT	31	16.4
INVALID OR NO RESPONSE	3	1.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	2	1.1
PRE-SCHOOL, AGES 3-4	37	19.6
PRIMARY, GRADES K-3	93	49.2
INTERMEDIATE, GRADES 4-6	17	9.0
JUNIOR HIGH, GRADES 7-9	7	3.7
HIGH SCHOOL, GRADES 10-12	8	4.2
INTERMEDIATE AND BELOW	11	5.8
JUNIOR AND SENIOR HIGH	11	5.8
INVALID OR NO RESPONSE	3	1.6

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	140	74.1
MULTIPLY HANDICAPPED	21	11.1
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	16	8.5
SEVERELY AND PROFOUNDLY HANDICAPPED	9	4.8
INVALID OR NO RESPONSE	3	1.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REASONING/DECISION MAKING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	189	5.4
TOTAL RESPONSES TO THIS PRIORITY AREA	189	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	8	4.2
3 TO 5	30	15.9
6 TO 10	51	27.0
11 TO 15	56	29.6
16 OR MORE	39	20.6
INVALID OR NO RESPONSE	5	2.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1644 AND 2491 MIDPOINT 2068

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	100	52.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	73	38.6
MANIPULATIVE OBJECTS AND TOOLS	71	37.6
FILMSTRIPS, SLIDES	69	36.5
MAPS, CHARTS, PICTURES, FLASHCARDS	62	32.8
WORKBOOKS, WORKTEXTS	55	29.1
FILMS, FILMLOOPS	51	27.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	49	25.9
FLANNEL BOARD MATERIALS	49	25.9
MAGAZINES, SPECIALIZED COMIC BOOKS	37	19.6
SOUND FILMSTRIPS, SOUND SLIDES	37	19.6
MODELS	32	16.9
MULTIMEDIA KITS	24	12.7
LARGE TYPE PRINT MATERIALS	18	9.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	16	8.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	16	8.5
AUDIO FLASHCARDS	15	7.9
VIDEOTAPES, CLOSED-CIRCUIT TV	14	7.4
BRAILLE MATERIALS	1	0.5

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	126	66.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	108	57.1
GAMES, TOYS, PUZZLES	105	55.6
FILMSTRIPS, SLIDES	104	55.0
FILMS, FILMLOOPS	97	51.3
SOUND FILMSTRIPS, SOUND SLIDES	95	50.3
MULTIMEDIA KITS	93	49.2
MAGAZINES, SPECIALIZED COMIC BOOKS	92	48.7
CASSETTE/REEL-TO-REEL TAPES, RECORDS	91	48.1
MANIPULATIVE OBJECTS AND TOOLS	83	43.9
VIDEOTAPES, CLOSED-CIRCUIT TV	74	39.2
SELF-INSTR./COMPUTER-ASSISTED MTRLS	74	39.2
MAPS, CHARTS, PICTURES, FLASHCARDS	70	37.0
LARGE TYPE PRINT MATERIALS	67	35.4
FLANNEL BOARD MATERIALS	63	33.3
AUDIO FLASHCARDS	60	31.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	57	30.2
MODELS	55	29.1
BRAILLE MATERIALS	20	10.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REASONING/DECISION MAKING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	189	5.4
TOTAL RESPONSES TO THIS PRIORITY AREA	189	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	71	37.[illegible]
DON'T KNOW OF ANY MATERIALS AVAILABLE	38	20.1
AVAILABLE MATERIALS POOR IN QUALITY	24	12.7
AVAILABLE MATERIALS TOO COSTLY	19	10.1
INVALID OR NO RESPONSE	37	19.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	87	46.0
NOT ENOUGH REPETITION, REINFORCEMENT	85	45.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	79	41.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	74	39.2
CONCEPT LEVEL INAPPROPRIATE	61	32.3
NOT RELEVANT TO MY CURRICULUM	42	22.2
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	41	21.7
POOR SEQUENCING OF LEARNING COMPONENTS	3[illegible]	16.4
LANGUAGE LEVEL NOT UNIFORM	2[illegible]	11.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	8	4.2
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	90	47.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	67	35.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	65	34.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	58	30.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	51	27.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	40	21.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	40	21.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	25	13.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	23	12.2
NO ADAPTIVE EQUIPMENT AVAILABLE	23	12.2
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	19	10.1
REQUIRES TOO MUCH TEACHER TRAINING	13	[illegible]
INADEQUATE TEACHER DIRECTIONS	12	6.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	57	30.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	33	17.5
POOR DURABILITY	31	16.4
DIFFICULT TO OPERATE AND/OR USE	12	6.3
POOR AUDIO QUALITY	8	4.2
DIFFICULT TO STORE/NOT PORTABLE	7	3.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	6	3.2
INADEQUATE HEALTH AND SAFETY FEATURES	3	1.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: USE OF MONEY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	187	5.3
TOTAL RESPONSES TO THIS PRIORITY AREA	187	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	0	0.0
PRE-SCHOOL	2	1.1
PRIMARY	20	10.7
PRE-ADOLESCENT	42	22.5
ADOLESCENT	72	38.5
YOUNG ADULT	47	25.1
INVALID OR NO RESPONSE	4	2.1

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	16	8.6
PRIMARY, GRADES K-3	117	62.6
INTERMEDIATE, GRADES 4-6	21	11.2
JUNIOR HIGH, GRADES 7-9	9	4.8
HIGH SCHOOL, GRADES 10-12	4	2.1
INTERMEDIATE AND BELOW	8	4.3
JUNIOR AND SENIOR HIGH	9	4.8
INVALID OR NO RESPONSE	3	1.6

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	163	87.2
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	15	8.0
MULTIPLY HANDICAPPED	8	4.3
SEVERELY AND PROFOUNDLY HANDICAPPED	0	0.0
INVALID OR NO RESPONSE	1	0.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: USE OF MONEY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	187	5.3
TOTAL RESPONSES TO THIS PRIORITY AREA	187	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	0	0.0
3 TO 5	20	10.7
6 TO 10	75	40.1
11 TO 15	47	25.1
16 OR MORE	34	18.2
INVALID OR NO RESPONSE	11	5.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1571 AND 2405 MIDPOINT 1988

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	121	64.7
WORKBOOKS, WORKTEXTS	107	57.2
MANIPULATIVE OBJECTS AND TOOLS	97	51.9
MAPS, CHARTS, PICTURES, FLASHCARDS	77	41.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	69	36.9
MODELS	51	27.3
FLANNEL BOARD MATERIALS	44	23.5
FILMSTRIPS, SLIDES	39	20.9
FILMS, FILMLOOPS	29	15.5
AUDIO FLASHCARDS	28	15.0
SOUND FILMSTRIPS, SOUND SLIDES	25	13.4
CASSETTE/REEL-TO-REEL TAPES, RECORDS	18	9.6
LARGE TYPE PRINT MATERIALS	16	8.6
MULTIMEDIA KITS	16	8.6
MAGAZINES, SPECIALIZED COMIC BOOKS	14	7.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	14	7.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	11	5.9
VIDEOTAPES, CLOSED-CIRCUIT TV	4	2.1
BRAILLE MATERIALS	1	0.5

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	123	65.8
GAMES, TOYS, PUZZLES	103	55.1
MANIPULATIVE OBJECTS AND TOOLS	86	46.0
MULTIMEDIA KITS	82	43.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	80	42.8
FILMSTRIPS, SLIDES	73	39.0
FILMS, FILMLOOPS	72	38.5
LARGE TYPE PRINT MATERIALS	71	38.0
AUDIO FLASHCARDS	71	38.0
MAPS, CHARTS, PICTURES, FLASHCARDS	71	38.0
SOUND FILMSTRIPS, SOUND SLIDES	70	37.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	70	37.4
MAGAZINES, SPECIALIZED COMIC BOOKS	62	33.2
CASSETTE/REEL-TO-REEL TAPES, RECORDS	59	31.6
FLANNEL BOARD MATERIALS	59	31.6
MODELS	55	29.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	49	26.2
VIDEOTAPES, CLOSED-CIRCUIT TV	38	20.3
BRAILLE MATERIALS	17	9.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: USE OF MONEY

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	187	5.3
TOTAL RESPONSES TO THIS PRIORITY AREA	187	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	92	49.2
AVAILABLE MATERIALS POOR IN QUALITY	30	16.0
AVAILABLE MATERIALS TOO COSTLY	25	13.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	11	5.9
INVALID OR NO RESPONSE	29	15.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	117	62.6
INTEREST LEVEL INAPPROPRIATE	88	47.1
CONCEPT LEVEL INAPPROPRIATE	73	39.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	62	33.2
POOR SEQUENCING OF LEARNING COMPONENTS	55	29.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	50	26.7
NOT RELEVANT TO MY CURRICULUM	38	20.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	30	16.0
LANGUAGE LEVEL NOT UNIFORM	25	13.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	15	8.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	93	49.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	72	38.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	64	34.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	55	29.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	52	27.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	43	23.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	41	21.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	22	11.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	22	11.8
NO ADAPTIVE EQUIPMENT AVAILABLE	21	11.2
INADEQUATE TEACHER DIRECTIONS	16	8.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	13	7.0
REQUIRES TOO MUCH TEACHER TRAINING	10	5.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	62	33.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	41	21.9
POOR DURABILITY	33	17.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	11	5.9
DIFFICULT TO OPERATE AND/OR USE	9	4.8
POOR AUDIO QUALITY	6	3.2
DIFFICULT TO STORE/NOT PORTABLE	4	2.1
INADEQUATE HEALTH AND SAFETY FEATURES	4	2.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: MOTOR IMPULSE CONTROL (E.G., STEREOTYPED MOVEMENTS, SELF ABUSE)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	179	5.1
TOTAL RESPONSES TO THIS PRIORITY AREA	180	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	26	14.4
PRE-SCHOOL	39	21.7
PRIMARY	35	19.4
PRE-ADOLESCENT	32	17.8
ADOLESCENT	30	16.7
YOUNG ADULT	17	9.4
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	81	45.0
PRE-SCHOOL, AGES 3-4	73	40.6
PRIMARY, GRADES K-3	21	11.7
INTERMEDIATE, GRADES 4-6	4	2.2
JUNIOR HIGH, GRADES 7-9	0	0.0
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	0	0.0
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	98	54.4
SEVERELY AND PROFOUNDLY HANDICAPPED	34	18.9
MODERATELY (TRAINABLE) MENTALLY RETARDED	24	13.3
MULTIPLY HANDICAPPED	23	12.8
INVALID OR NO RESPONSE	1	0.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: MOTOR IMPULSE CONTROL (E.G., STEREOTYPED MOVEMENTS, SELF ABUSE)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	179	5.1
TOTAL RESPONSES TO THIS PRIORITY AREA	180	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	21	11.7
3 TO 5	58	32.2
6 TO 10	54	30.0
11 TO 15	8	4.4
16 OR MORE	32	17.8
INVALID OR NO RESPONSE	7	3.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1119 AND 1792 MIDPOINT 1456

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	78	43.3
MANIPULATIVE OBJECTS AND TOOLS	74	41.1
GAMES, TOYS, PUZZLES	66	36.7
MODELS	22	12.2
CASSETTE/REEL-TO-REEL TAPES, RECORDS	19	10.6
FLANNEL BOARD MATERIALS	19	10.6
FILMS, FILMLOOPS	16	8.9
VIDEOTAPES, CLOSED-CIRCUIT TV	13	7.2
MAGAZINES, SPECIALIZED COMIC BOOKS	12	6.7
SOUND FILMSTRIPS, SOUND SLIDES	12	6.7
MAPS, CHARTS, PICTURES, FLASHCARDS	10	5.6
WORKBOOKS, WORKTEXTS	8	4.4
LARGE TYPE PRINT MATERIALS	7	3.9
FILMSTRIPS, SLIDES	7	3.9
MULTIMEDIA KITS	6	3.3
BRAILLE MATERIALS	3	1.7
AUDIO FLASHCARDS	3	1.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1	0.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS	1	0.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	98	54.4
MANIPULATIVE OBJECTS AND TOOLS	66	36.7
GAMES, TOYS, PUZZLES	57	31.7
VIDEOTAPES, CLOSED-CIRCUIT TV	40	22.2
FILMS, FILMLOOPS	35	19.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	34	18.9
WORKBOOKS, WORKTEXTS	29	16.1
CASSETTE/REEL-TO-REEL TAPES, RECORDS	29	16.1
MODELS	28	15.6
MULTIMEDIA KITS	28	15.6
FILMSTRIPS, SLIDES	27	15.0
SOUND FILMSTRIPS, SOUND SLIDES	24	13.3
FLANNEL BOARD MATERIALS	20	11.1
AUDIO FLASHCARDS	19	10.6
MAGAZINES, SPECIALIZED COMIC BOOKS	18	10.0
MAPS, CHARTS, PICTURES, FLASHCARDS	18	10.0
LARGE TYPE PRINT MATERIALS	16	8.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	15	8.3
BRAILLE MATERIALS	7	3.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: MOTOR IMPULSE CONTROL (E.G., STEREOTYPED MOVEMENTS, SELF ABUSE)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	179	5.1
TOTAL RESPONSES TO THIS PRIORITY AREA	180	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	70	38.9
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	47	26.1
AVAILABLE MATERIALS POOR IN QUALITY	26	14.4
AVAILABLE MATERIALS TOO COSTLY	10	5.6
INVALID OR NO RESPONSE	27	15.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT RELEVANT TO MY CURRICULUM	44	24.4
NOT ENOUGH REPETITION, REINFORCEMENT	33	18.3
INTEREST LEVEL INAPPROPRIATE	32	17.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	32	17.8
CONCEPT LEVEL INAPPROPRIATE	31	17.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	26	14.4
POOR SEQUENCING OF LEARNING COMPONENTS	26	14.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	6.1
LANGUAGE LEVEL NOT UNIFORM	9	5.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	4	2.2
USE		
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	46	25.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	44	24.4
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	31	17.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	29	16.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	28	15.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	25	13.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	23	12.8
INADEQUATE TEACHER DIRECTIONS	23	12.8
NO ADAPTIVE EQUIPMENT AVAILABLE	23	12.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	20	11.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	19	10.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	17	9.4
REQUIRES TOO MUCH TEACHER TRAINING	15	8.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	32	17.8
POOR DURABILITY	22	12.2
DIFFICULT TO OPERATE AND/OR USE	18	10.0
INADEQUATE HEALTH AND SAFETY FEATURES	15	8.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	12	6.7
POOR AUDIO QUALITY	8	4.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	6	3.3
DIFFICULT TO STORE/NOT PORTABLE	6	3.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-EXPRESSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	169	4.8
TOTAL RESPONSES TO THIS PRIORITY AREA	171	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	4	2.3
PRE-SCHOOL	31	18.1
PRIMARY	38	22.2
PRE-ADOLESCENT	40	23.4
ADOLESCENT	37	21.6
YOUNG ADULT	20	11.7
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	13	7.6
PRE-SCHOOL, AGES 3-4	60	35.1
PRIMARY, GRADES K-3	71	41.5
INTERMEDIATE, GRADES 4-6	14	8.2
JUNIOR HIGH, GRADES 7-9	2	1.2
HIGH SCHOOL, GRADES 10-12	4	2.3
INTERMEDIATE AND BELOW	5	2.9
JUNIOR AND SENIOR HIGH	2	1.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	106	62.0
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	35	20.5
MULTIPLY HANDICAPPED	22	12.9
SEVERELY AND PROFOUNDLY HANDICAPPED	8	4.7
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-EXPRESSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	169	4.8
TOTAL RESPONSES TO THIS PRIORITY AREA	171	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	11	6.4
3 TO 5	27	15.8
6 TO 10	70	40.9
11 TO 15	33	19.3
16 OR MORE	27	15.8
INVALID OR NO RESPONSE	3	1.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1307 AND 2027 MIDPOINT 1667

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	113	66.1
MANIPULATIVE OBJECTS AND TOOLS	82	48.0
MAPS, CHARTS, PICTURES, FLASHCARDS	76	44.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	75	43.9
FLANNEL BOARD MATERIALS	70	40.9
FILMSTRIPS, SLIDES	66	38.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	64	37.4
FILMS, FILMLOOPS	61	35.7
SOUND FILMSTRIPS, SOUND SLIDES	56	32.7
WORKBOOKS, WORKTEXTS	45	26.3
MAGAZINES, SPECIALIZED COMIC BOOKS	42	24.6
MODELS	37	21.6
MULTIMEDIA KITS	36	21.1
LARGE TYPE PRINT MATERIALS	31	18.1
AUDIO FLASHCARDS	23	13.5
VIDEOTAPES, CLOSED-CIRCUIT TV	23	13.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	19	11.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	16	9.4
BRAILLE MATERIALS	2	1.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	78	45.6
GAMES, TOYS, PUZZLES	74	43.3
FILMS, FILMLOOPS	73	42.7
FILMSTRIPS, SLIDES	72	42.1
MULTIMEDIA KITS	72	42.1
WORKBOOKS, WORKTEXTS	71	41.5
SOUND FILMSTRIPS, SOUND SLIDES	69	40.4
MAGAZINES, SPECIALIZED COMIC BOOKS	66	38.6
MANIPULATIVE OBJECTS AND TOOLS	66	38.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	63	36.8
VIDEOTAPES, CLOSED-CIRCUIT TV	63	36.8
FLANNEL BOARD MATERIALS	62	36.3
LARGE TYPE PRINT MATERIALS	54	31.6
AUDIO FLASHCARDS	53	31.0
SELF-INSTR./COMPUTER-ASSISTED MTRLS	51	29.8
MODELS	48	28.1
MAPS, CHARTS, PICTURES, FLASHCARDS	45	26.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	41	24.0
BRAILLE MATERIALS	16	9.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-EXPRESSION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	169	4.8
TOTAL RESPONSES TO THIS PRIORITY AREA	171	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	67	39.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	29	17.0
AVAILABLE MATERIALS TOO COSTLY	27	15.8
AVAILABLE MATERIALS POOR IN QUALITY	16	9.4
INVALID OR NO RESPONSE	32	18.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	71	41.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	71	41.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	61	35.7
NOT ENOUGH REPETITION, REINFORCEMENT	58	33.9
CONCEPT LEVEL INAPPROPRIATE	50	29.2
NOT RELEVANT TO MY CURRICULUM	35	20.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	31	18.1
POOR SEQUENCING OF LEARNING COMPONENTS	26	15.2
LANGUAGE LEVEL NOT UNIFORM	23	13.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	6.4
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	65	38.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	63	36.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	48	28.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	41	24.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	32	18.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	27	15.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	27	15.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	26	15.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	26	15.2
NO ADAPTIVE EQUIPMENT AVAILABLE	25	14.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	24	14.0
INADEQUATE TEACHER DIRECTIONS	14	8.2
REQUIRES TOO MUCH TEACHER TRAINING	8	4.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	54	31.6
POOR DURABILITY	32	18.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	30	17.5
POOR AUDIO QUALITY	11	6.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	6	3.5
DIFFICULT TO OPERATE AND/OR USE	4	2.3
INADEQUATE HEALTH AND SAFETY FEATURES	2	1.2
DIFFICULT TO STORE/NOT PORTABLE	1	0.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SENSORY MOTOR INTEGRATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	164	4.7
TOTAL RESPONSES TO THIS PRIORITY AREA	166	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	35	21.1
PRE-SCHOOL	54	32.5
PRIMARY	36	21.7
PRE-ADOLESCENT	18	10.8
ADOLESCENT	16	9.6
YOUNG ADULT	6	3.6
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	77	46.4
PRE-SCHOOL, AGES 3-4	63	38.0
PRIMARY, GRADES K-3	21	12.7
INTERMEDIATE, GRADES 4-6	1	0.6
JUNIOR HIGH, GRADES 7-9	0	0.0
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	2	1.2
JUNIOR AND SENIOR HIGH	2	1.2
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	51	30.7
MULTIPLY HANDICAPPED	47	28.3
MODERATELY (TRAINABLE) MENTALLY RETARDED	34	20.5
SEVERELY AND PROFOUNDLY HANDICAPPED	33	19.9
INVALID OR NO RESPONSE	1	0.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SENSORY MOTOR INTEGRATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	164	4.7
TOTAL RESPONSES TO THIS PRIORITY AREA	166	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	7	4.2
3 TO 5	28	16.9
6 TO 10	59	35.5
11 TO 15	20	12.0
16 OR MORE	44	26.5
INVALID OR NO RESPONSE	8	4.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1369 AND 2144 MIDPOINT 1757

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	105	63.3
GAMES, TOYS, PUZZLES	89	53.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	73	44.0
FLANNEL BOARD MATERIALS	37	22.3
CASSETTE/REEL-TO-REEL TAPES, RECORDS	36	21.7
FILMSTRIPS, SLIDES	25	15.1
MODELS	25	15.1
WORKBOOKS, WORKTEXTS	24	14.5
SOUND FILMSTRIPS, SOUND SLIDES	23	13.9
MAPS, CHARTS, PICTURES, FLASHCARDS	23	13.9
MULTIMEDIA KITS	21	12.7
FILMS, FILMLOOPS	17	10.2
VIDEOTAPES, CLOSED-CIRCUIT TV	13	7.8
MAGAZINES, SPECIALIZED COMIC BOOKS	8	4.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	7	4.2
LARGE TYPE PRINT MATERIALS	6	3.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS	6	3.6
AUDIO FLASHCARDS	5	3.0
BRAILLE MATERIALS	2	1.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	93	56.0
GAMES, TOYS, PUZZLES	88	53.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	76	45.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	49	29.5
WORKBOOKS, WORKTEXTS	46	27.7
MULTIMEDIA KITS	43	25.9
VIDEOTAPES, CLOSED-CIRCUIT TV	41	24.7
FILMS, FILMLOOPS	38	22.9
SOUND FILMSTRIPS, SOUND SLIDES	38	22.9
FILMSTRIPS, SLIDES	36	21.7
FLANNEL BOARD MATERIALS	31	18.7
MAPS, CHARTS, PICTURES, FLASHCARDS	29	17.5
MODELS	28	16.9
SELF-INSTR./COMPUTER-ASSISTED MTRLS	26	15.7
AUDIO FLASHCARDS	24	14.5
MAGAZINES, SPECIALIZED COMIC BOOKS	23	13.9
LARGE TYPE PRINT MATERIALS	21	12.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	20	12.0
BRAILLE MATERIALS	13	7.8

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SENSORY MOTOR INTEGRATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	164	4.7
TOTAL RESPONSES TO THIS PRIORITY AREA	166	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	78	47.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	26	15.7
AVAILABLE MATERIALS TOO COSTLY	20	12.0
AVAILABLE MATERIALS POOR IN QUALITY	15	9.0
INVALID OR NO RESPONSE	27	16.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	58	34.9
NOT RELEVANT TO MY CURRICULUM	55	33.1
CONCEPT LEVEL INAPPROPRIATE	47	28.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	41	24.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	38	22.9
NOT ENOUGH REPETITION, REINFORCEMENT	37	22.3
POOR SEQUENCING OF LEARNING COMPONENTS	28	16.9
LANGUAGE LEVEL NOT UNIFORM	12	7.2
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	6	3.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	6	3.6
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	69	41.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	51	30.7
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	45	27.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	42	25.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	39	23.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	29	17.5
NO ADAPTIVE EQUIPMENT AVAILABLE	29	17.5
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	26	15.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	23	13.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	23	13.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	21	12.7
REQUIRES TOO MUCH TEACHER TRAINING	15	9.0
INADEQUATE TEACHER DIRECTIONS	10	6.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	34	20.5
POOR DURABILITY	23	13.9
DIFFICULT TO STORE/NOT PORTABLE	17	10.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	15	9.0
INADEQUATE HEALTH AND SAFETY FEATURES	15	9.0
DIFFICULT TO OPERATE AND/OR USE	10	6.0
POOR AUDIO QUALITY	6	3.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	3.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-MOTIVATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	148	4.2
TOTAL RESPONSES TO THIS PRIORITY AREA	149	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	4	2.7
PRE-SCHOOL	16	10.7
PRIMARY	25	16.8
PRE-ADOLESCENT	26	17.4
ADOLESCENT	46	30.9
YOUNG ADULT	30	20.1
INVALID OR NO RESPONSE	2	1.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	15	10.1
PRE-SCHOOL, AGES 3-4	33	22.1
PRIMARY, GRADES K-3	60	40.3
INTERMEDIATE, GRADES 4-6	14	9.4
JUNIOR HIGH, GRADES 7-9	7	4.7
HIGH SCHOOL, GRADES 10-12	5	3.4
INTERMEDIATE AND BELOW	5	3.4
JUNIOR AND SENIOR HIGH	8	5.4
INVALID OR NO RESPONSE	2	1.3

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	92	61.7
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	32	21.5
MULTIPLY HANDICAPPED	17	11.4
SEVERELY AND PROFOUNDLY HANDICAPPED	6	4.0
INVALID OR NO RESPONSE	2	1.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-MOTIVATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	148	4.2
TOTAL RESPONSES TO THIS PRIORITY AREA	149	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	9	6.0
3 TO 5	21	14.1
6 TO 10	48	32.2
11 TO 15	32	21.5
16 OR MORE	27	18.1
INVALID OR NO RESPONSE	12	8.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1144 AND 1758 MIDPOINT 1451

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	76	51.0
MANIPULATIVE OBJECTS AND TOOLS	67	45.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	48	32.2
MAPS, CHARTS, PICTURES, FLASHCARDS	43	28.9
FLANNEL BOARD MATERIALS	40	26.8
FILMSTRIPS, SLIDES	39	26.2
MAGAZINES, SPECIALIZED COMIC BOOKS	38	25.5
WORKBOOKS, WORKTEXTS	37	24.8
FILMS, FILMLOOPS	32	21.5
CASSETTE/REEL-TO-REEL TAPES, RECORDS	32	21.5
MODELS	23	15.4
SOUND FILMSTRIPS, SOUND SLIDES	22	14.8
MULTIMEDIA KITS	15	10.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	12	8.1
LARGE TYPE PRINT MATERIALS	11	7.4
AUDIO FLASHCARDS	10	6.7
VIDEOTAPES, CLOSED-CIRCUIT TV	10	6.7
SELF-INSTR./COMPUTER-ASSISTED MTRLS	9	6.0
BRAILLE MATERIALS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	72	48.3
GAMES, TOYS, PUZZLES	69	46.3
MANIPULATIVE OBJECTS AND TOOLS	69	46.3
SOUND FILMSTRIPS, SOUND SLIDES	64	43.0
WORKBOOKS, WORKTEXTS	63	42.3
FILMSTRIPS, SLIDES	60	40.3
MULTIMEDIA KITS	56	37.6
FILMS, FILMLOOPS	54	36.2
MAGAZINES, SPECIALIZED COMIC BOOKS	50	33.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS	50	33.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	49	32.9
VIDEOTAPES, CLOSED-CIRCUIT TV	49	32.9
MAPS, CHARTS, PICTURES, FLASHCARDS	48	32.2
MODELS	45	30.2
FLANNEL BOARD MATERIALS	38	25.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	36	24.2
LARGE TYPE PRINT MATERIALS	33	22.1
AUDIO FLASHCARDS	30	20.1
BRAILLE MATERIALS	17	11.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MECIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-MOTIVATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	148	4.2
TOTAL RESPONSES TO THIS PRIORITY AREA	149	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	47	31.5
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	47	31.5
AVAILABLE MATERIALS POOR IN QUALITY	16	10.7
AVAILABLE MATERIALS TOO COSTLY	15	10.1
INVALID OR NO RESPONSE	24	16.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	53	35.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	48	32.2
NOT RELEVANT TO MY CURRICULUM	40	26.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	40	26.8
NOT ENOUGH REPETITION, REINFORCEMENT	37	24.8
CONCEPT LEVEL INAPPROPRIATE	35	23.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	26	17.4
LANGUAGE LEVEL NOT UNIFORM	15	10.1
POOR SEQUENCING OF LEARNING COMPONENTS	10	6.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	7	4.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	43	28.9
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	38	25.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	33	22.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	29	19.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	26	17.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	19	12.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	18	12.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	17	11.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	15	10.1
INADEQUATE TEACHER DIRECTIONS	12	8.1
NO ADAPTIVE EQUIPMENT AVAILABLE	11	7.4
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	10	6.7
REQUIRES TOO MUCH TEACHER TRAINING	8	5.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	38	25.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	20	13.4
POOR DURABILITY	18	12.1
POOR AUDIO QUALITY	10	6.7
INADEQUATE HEALTH AND SAFETY FEATURES	6	4.0
DIFFICULT TO STORE/NOT PORTABLE	5	3.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	1.3
DIFFICULT TO OPERATE AND/OR USE	2	1.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	144	4.1
TOTAL RESPONSES TO THIS PRIORITY AREA	144	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	2	1.4
PRE-SCHOOL	29	20.1
PRIMARY	50	34.7
PRE-ADOLESCENT	37	25.7
ADOLESCENT	20	13.9
YOUNG ADULT	4	2.8
INVALID OR NO RESPONSE	2	1.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	12	8.3
PRE-SCHOOL, AGES 3-4	62	43.1
PRIMARY, GRADES K-3	52	36.1
INTERMEDIATE, GRADES 4-6	5	3.5
JUNIOR HIGH, GRADES 7-9	3	2.1
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	8	5.6
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	2	1.4

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	92	63.9
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	24	16.7
MULTIPLY HANDICAPPED	18	12.5
SEVERELY AND PROFOUNDLY HANDICAPPED	8	5.6
INVALID OR NO RESPONSE	2	1.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	144	4.1
TOTAL RESPONSES TO THIS PRIORITY AREA	144	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	1	0.7
3 TO 5	13	9.0
6 TO 10	57	39.6
11 TO 15	39	27.1
16 OR MORE	19	13.2
INVALID OR NO RESPONSE	15	10.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1115 AND 1697 MIDPOINT 1406

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
CASSETTE/REEL-TO-REEL TAPES, RECORDS	91	63.2
GAMES, TOYS, PUZZLES	86	59.7
MANIPULATIVE OBJECTS AND TOOLS	63	43.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	61	42.4
FLANNEL BOARD MATERIALS	61	42.4
FILMS, FILMLOOPS	51	35.4
FILMSTRIPS, SLIDES	51	35.4
MAPS, CHARTS, PICTURES, FLASHCARDS	48	33.3
WORKBOOKS, WORKTEXTS	47	32.6
SOUND FILMSTRIPS, SOUND SLIDES	42	29.2
MODELS	29	20.1
MULTIMEDIA KITS	29	20.1
MAGAZINES, SPECIALIZED COMIC BOOKS	28	19.4
AUDIO FLASHCARDS	27	18.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	22	15.3
LARGE TYPE PRINT MATERIALS	18	12.5
VIDEOTAPES, CLOSED-CIRCUIT TV	13	9.0
SELF-INSTR./COMPUTER-ASSISTED MTRLS	13	9.0
BRAILLE MATERIALS	1	0.7

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
CASSETTE/REEL-TO-REEL TAPES, RECORDS	64	44.4
WORKBOOKS, WORKTEXTS	63	43.8
GAMES, TOYS, PUZZLES	63	43.8
SOUND FILMSTRIPS, SOUND SLIDES	59	41.0
MANIPULATIVE OBJECTS AND TOOLS	59	41.0
AUDIO FLASHCARDS	58	40.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	57	39.6
MULTIMEDIA KITS	55	38.2
FILMSTRIPS, SLIDES	46	31.9
FLANNEL BOARD MATERIALS	45	31.3
FILMS, FILMLOOPS	43	29.9
MAGAZINES, SPECIALIZED COMIC BOOKS	41	28.5
LARGE TYPE PRINT MATERIALS	40	27.8
MAPS, CHARTS, PICTURES, FLASHCARDS	39	27.1
SELF-INSTR./COMPUTER-ASSISTED MTRLS	39	27.1
MODELS	33	22.9
VIDEOTAPES, CLOSED-CIRCUIT TV	33	22.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	30	20.8
BRAILLE MATERIALS	20	13.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM APEA: LISTENING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	144	4.1
TOTAL RESPONSES TO THIS PRIORITY AREA	144	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	65	45.1
AVAILABLE MATERIALS TOO COSTLY	28	19.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	13	9.0
AVAILABLE MATERIALS POOR IN QUALITY	10	6.9
INVALID OR NO RESPONSE	28	19.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	76	52.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	74	51.4
INTEREST LEVEL INAPPROPRIATE	54	37.5
CONCEPT LEVEL INAPPROPRIATE	51	35.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	48	33.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	31	21.5
POOR SEQUENCING OF LEARNING COMPONENTS	31	21.5
LANGUAGE LEVEL NOT UNIFORM	29	20.1
NOT RELEVANT TO MY CURRICULUM	27	18.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	7.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	62	43.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	50	34.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	48	33.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	47	32.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	44	30.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	36	25.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	31	21.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	27	18.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	26	18.1
NO ADAPTIVE EQUIPMENT AVAILABLE	24	16.7
REQUIRES TOO MUCH TEACHER TRAINING	13	9.0
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	12	8.3
INADEQUATE TEACHER DIRECTIONS	10	6.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	44	30.6
POOR DURABILITY	32	22.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	23	16.0
POOR AUDIO QUALITY	23	16.0
DIFFICULT TO STORE/NOT PORTABLE	11	7.6
DIFFICULT TO OPERATE AND/OR USE	10	6.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	6	4.2
INADEQUATE HEALTH AND SAFETY FEATURES	3	2.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	140	4.0
TOTAL RESPONSES TO THIS PRIORITY AREA	142	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	44	31.0
PRE-SCHOOL	43	30.3
PRIMARY	25	17.6
PRE-ADOLESCENT	13	9.2
ADOLESCENT	12	8.5
YOUNG ADULT	4	2.8
INVALID OR NO RESPONSE	1	0.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	96	67.6
PRE-SCHOOL, AGES 3-4	33	23.2
PRIMARY, GRADES K-3	10	7.0
INTERMEDIATE, GRADES 4-6	0	0.0
JUNIOR HIGH, GRADES 7-9	0	0.0
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	2	1.4
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	1	0.7

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	54	38.0
SEVERELY AND PROFOUNDLY HANDICAPPED	35	24.6
MULTIPLY HANDICAPPED	32	22.5
MODERATELY (TRAINABLE) MENTALLY RETARDED	21	14.8
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	140	4.0
TOTAL RESPONSES TO THIS PRIORITY AREA	142	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	15	10.6
3 TO 5	42	29.6
6 TO 10	52	36.6
11 TO 15	17	12.0
16 OR MORE	11	7.7
INVALID OR NO RESPONSE	5	3.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 816 AND 1290 MIDPOINT 1053

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	62	43.7
MANIPULATIVE OBJECTS AND TOOLS	62	43.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	52	36.6
MODELS	27	19.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	20	14.1
FLANNEL BOARD MATERIALS	20	14.1
MAPS, CHARTS, PICTURES, FLASHCARDS	19	13.4
WORKBOOKS, WORKTEXTS	12	8.5
LARGE TYPE PRINT MATERIALS	9	6.3
MAGAZINES, SPECIALIZED COMIC BOOKS	8	5.6
FILMS, FILMLOOPS	8	5.6
FILMSTRIPS, SLIDES	8	5.6
AUDIO FLASHCARDS	8	5.6
MULTIMEDIA KITS	8	5.6
SOUND FILMSTRIPS, SOUND SLIDES	7	4.9
VIDEOTAPES, CLOSED-CIRCUIT TV	7	4.9
SELF-INSTR./COMPUTER-ASSISTED MTRLS	6	4.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	3	2.1
BRAILLE MATERIALS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	80	56.3
MANIPULATIVE OBJECTS AND TOOLS	64	45.1
GAMES, TOYS, PUZZLES	61	43.0
MULTIMEDIA KITS	51	35.9
SOUND FILMSTRIPS, SOUND SLIDES	39	27.5
FILMS, FILMLOOPS	38	26.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	38	26.8
VIDEOTAPES, CLOSED-CIRCUIT TV	37	26.1
FILMSTRIPS, SLIDES	35	24.6
MODELS	33	23.2
FLANNEL BOARD MATERIALS	32	22.5
WORKBOOKS, WORKTEXTS	29	20.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	28	19.7
MAPS, CHARTS, PICTURES, FLASHCARDS	27	19.0
MAGAZINES, SPECIALIZED COMIC BOOKS	24	16.9
AUDIO FLASHCARDS	24	16.9
LARGE TYPE PRINT MATERIALS	20	14.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	17	12.0
BRAILLE MATERIALS	8	5.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	140	4.0
TOTAL RESPONSES TO THIS PRIORITY AREA	142	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	50	35.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	38	26.8
AVAILABLE MATERIALS POOR IN QUALITY	17	12.0
AVAILABLE MATERIALS TOO COSTLY	12	8.5
INVALID OR NO RESPONSE	25	17.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT RELEVANT TO MY CURRICULUM	41	28.9
CONCEPT LEVEL INAPPROPRIATE	39	27.5
INTEREST LEVEL INAPPROPRIATE	36	25.4
NOT ENOUGH REPETITION, REINFORCEMENT	33	23.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	29	20.4
POOR SEQUENCING OF LEARNING COMPONENTS	27	19.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	25	17.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	7.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	7	4.9
LANGUAGE LEVEL NOT UNIFORM	6	4.2
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	49	34.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	47	33.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	37	26.1
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	31	21.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	24	16.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	18	12.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	18	12.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	16	11.3
INADEQUATE TEACHER DIRECTIONS	14	9.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	13	9.2
NO ADAPTIVE EQUIPMENT AVAILABLE	13	9.2
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	12	8.5
REQUIRES TOO MUCH TEACHER TRAINING	9	6.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	25	17.6
POOR DURABILITY	16	11.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	8	5.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	6	4.2
POOR AUDIO QUALITY	5	3.5
DIFFICULT TO OPERATE AND/OR USE	5	3.5
INADEQUATE HEALTH AND SAFETY FEATURES	5	3.5
DIFFICULT TO STORE/NOT PORTABLE	4	2.8

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF WORDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	140	4.0
TOTAL RESPONSES TO THIS PRIORITY AREA	141	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	4	2.8
PRE-SCHOOL	48	34.0
PRIMARY	54	38.3
PRE-ADOLESCENT	12	8.5
ADOLESCENT	15	10.6
YOUNG ADULT	8	5.7
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	23	16.3
PRE-SCHOOL, AGES 3-4	79	56.0
PRIMARY, GRADES K-3	30	21.3
INTERMEDIATE, GRADES 4-6	4	2.8
JUNIOR HIGH, GRADES 7-9	3	2.1
HIGH SCHOOL, GRADES 10-12	2	1.4
INTERMEDIATE AND BELOW	0	0.0
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	89	63.1
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	33	23.4
MULTIPLY HANDICAPPED	14	9.9
SEVERELY AND PROFOUNDLY HANDICAPPED	5	3.5
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF WORDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	140	4.0
TOTAL RESPONSES TO THIS PRIORITY AREA	141	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	17	12.1
3 TO 5	42	29.8
6 TO 10	42	29.8
11 TO 15	16	11.3
16 OR MORE	12	8.5
INVALID OR NO RESPONSE	12	8.5

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 763 AND 1204 MIDPOINT 984

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	90	63.8
MANIPULATIVE OBJECTS AND TOOLS	85	60.3
FLANNEL BOARD MATERIALS	73	51.8
MAPS, CHARTS, PICTURES, FLASHCARDS	70	49.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	63	44.7
CASSETTE/REEL-TO-REEL TAPES, RECORDS	60	42.6
FILMSTRIPS, SLIDES	35	24.8
MODELS	34	24.1
MULTIMEDIA KITS	33	23.4
LARGE TYPE PRINT MATERIALS	32	22.7
AUDIO FLASHCARDS	32	22.7
WORKBOOKS, WORKTEXTS	28	19.9
FILMS, FILMLOOPS	28	19.9
SOUND FILMSTRIPS, SOUND SLIDES	24	17.0
MAGAZINES, SPECIALIZED COMIC BOOKS	21	14.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	10	7.1
SELF-INSTR./COMPUTER-ASSISTED MTRLS	10	7.1
VIDEOTAPES, CLOSED-CIRCUIT TV	8	5.7
BRAILLE MATERIALS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	63	44.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	62	44.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	59	41.8
MANIPULATIVE OBJECTS AND TOOLS	54	38.3
SOUND FILMSTRIPS, SOUND SLIDES	51	36.2
AUDIO FLASHCARDS	50	35.5
MULTIMEDIA KITS	49	34.8
WORKBOOKS, WORKTEXTS	48	34.0
FILMSTRIPS, SLIDES	47	33.3
MAPS, CHARTS, PICTURES, FLASHCARDS	45	31.9
FILMS, FILMLOOPS	43	30.5
FLANNEL BOARD MATERIALS	41	29.1
LARGE TYPE PRINT MATERIALS	38	27.0
MAGAZINES, SPECIALIZED COMIC BOOKS	36	25.5
MODELS	36	25.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	35	24.8
VIDEOTAPES, CLOSED-CIRCUIT TV	30	21.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	20	14.2
BRAILLE MATERIALS	10	7.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: PRODUCTION OF WORDS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	140	4.0
TOTAL RESPONSES TO THIS PRIORITY AREA	141	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	56	39.7
AVAILABLE MATERIALS TOO COSTLY	21	14.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	20	14.2
AVAILABLE MATERIALS POOR IN QUALITY	16	11.3
INVALID OR NO RESPONSE	28	19.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	58	41.1
INTEREST LEVEL INAPPROPRIATE	52	36.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	52	36.9
NOT RELEVANT TO MY CURRICULUM	41	29.1
CONCEPT LEVEL INAPPROPRIATE	37	26.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	28	19.9
POOR SEQUENCING OF LEARNING COMPONENTS	22	15.6
LANGUAGE LEVEL NOT UNIFORM	12	8.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	11	7.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	7	5.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	49	34.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	44	31.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	40	28.4
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	35	24.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	26	18.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	23	16.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	21	14.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	20	14.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	16	11.3
NO ADAPTIVE EQUIPMENT AVAILABLE	14	9.9
REQUIRES TOO MUCH TEACHER TRAINING	10	7.1
INADEQUATE TEACHER DIRECTIONS	10	7.1
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	8	5.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	38	27.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	33	23.4
POOR DURABILITY	27	19.1
POOR AUDIO QUALITY	11	7.8
DIFFICULT TO OPERATE AND/OR USE	8	5.7
DIFFICULT TO STORE/NOT PORTABLE	5	3.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	3	2.1
INADEQUATE HEALTH AND SAFETY FEATURES	2	1.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: HUMAN SEXUALITY (SEX EDUCATION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	139	3.9
TOTAL RESPONSES TO THIS PRIORITY AREA	140	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	0	0.0
PRE-SCHOOL	2	1.4
PRIMARY	7	5.0
PRE-ADOLESCENT	20	14.3
ADOLESCENT	64	45.7
YOUNG ADULT	45	32.1
INVALID OR NO RESPONSE	2	1.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	19	13.6
PRIMARY, GRADES K-3	69	49.3
INTERMEDIATE, GRADES 4-6	15	10.7
JUNIOR HIGH, GRADES 7-9	10	7.1
HIGH SCHOOL, GRADES 10-12	6	4.3
INTERMEDIATE AND BELOW	9	6.4
JUNIOR AND SENIOR HIGH	11	7.9
INVALID OR NO RESPONSE	1	0.7

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	113	80.7
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	15	10.7
MULTIPLY HANDICAPPED	9	6.4
SEVERELY AND PROFOUNDLY HANDICAPPED	2	1.4
INVALID OR NO RESPONSE	1	0.7

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: HUMAN SEXUALITY (SEX EDUCATION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	139	3.9
TOTAL RESPONSES TO THIS PRIORITY AREA	140	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	6	4.3
3 TO 5	14	10.0
6 TO 10	37	26.4
11 TO 15	39	27.9
16 OR MORE	41	29.3
INVALID OR NO RESPONSE	3	2.1

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1355 AND 2062 MIDPOINT 1709

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	60	42.9
FILMSTRIPS, SLIDES	42	30.0
FILMS, FILMLOOPS	34	24.3
MAPS, CHARTS, PICTURES, FLASHCARDS	27	19.3
SOUND FILMSTRIPS, SOUND SLIDES	22	15.7
MAGAZINES, SPECIALIZED COMIC BOOKS	14	10.0
MODELS	12	8.6
MANIPULATIVE OBJECTS AND TOOLS	9	6.4
WORKBOOKS, WORKTEXTS	8	5.7
CASSETTE/REEL-TO-REEL TAPES, RECORDS	8	5.7
FLANNEL BOARD MATERIALS	8	5.7
MULTIMEDIA KITS	6	4.3
LARGE TYPE PRINT MATERIALS	5	3.6
AUDIO FLASHCARDS	5	3.6
GAMES, TOYS, PUZZLES	5	3.6
VIDEOTAPES, CLOSED-CIRCUIT TV	5	3.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	4	2.9
BRAILLE MATERIALS	2	1.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	2	1.4

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	89	63.6
FILMS, FILMLOOPS	87	62.1
FILMSTRIPS, SLIDES	86	61.4
MAGAZINES, SPECIALIZED COMIC BOOKS	85	60.7
SOUND FILMSTRIPS, SOUND SLIDES	85	60.7
WORKBOOKS, WORKTEXTS	82	58.6
MULTIMEDIA KITS	75	53.6
MODELS	72	51.4
MAPS, CHARTS, PICTURES, FLASHCARDS	66	47.1
CASSETTE/REEL-TO-REEL TAPES, RECORDS	55	39.3
VIDEOTAPES, CLOSED-CIRCUIT TV	55	39.3
FLANNEL BOARD MATERIALS	47	33.6
MANIPULATIVE OBJECTS AND TOOLS	46	32.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	45	32.1
LARGE TYPE PRINT MATERIALS	44	31.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	42	30.0
GAMES, TOYS, PUZZLES	38	27.1
AUDIO FLASHCARDS	37	26.4
BRAILLE MATERIALS	25	17.[illegible]

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANCICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: HUMAN SEXUALITY (SEX EDUCATION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	139	3.9
TOTAL RESPONSES TO THIS PRIORITY AREA	140	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	48	34.3
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	40	28.6
AVAILABLE MATERIALS POOR IN QUALITY	32	22.9
AVAILABLE MATERIALS TOO COSTLY	3	2.1
INVALID OR NO RESPONSE	17	12.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	51	36.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	45	32.1
INTEREST LEVEL INAPPROPRIATE	43	30.7
CONCEPT LEVEL INAPPROPRIATE	41	29.3
NOT ENOUGH REPETITION, REINFORCEMENT	40	28.6
NOT RELEVANT TO MY CURRICULUM	27	19.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	23	16.4
LANGUAGE LEVEL NOT UNIFORM	16	11.4
POOR SEQUENCING OF LEARNING COMPONENTS	15	10.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	8	5.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	39	27.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	36	25.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	36	25.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	29	20.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	26	18.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	25	17.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	18	12.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	18	12.9
INADEQUATE TEACHER DIRECTIONS	13	9.3
NO ADAPTIVE EQUIPMENT AVAILABLE	11	7.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	10	7.1
REQUIRES TOO MUCH TEACHER TRAINING	9	6.4
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	9	6.4
PHYSICAL PROPERTIES		
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	26	18.6
LOW CHILD APPEAL	24	17.1
POOR AUDIO QUALITY	10	7.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	7	5.0
DIFFICULT TO OPERATE AND/OR USE	4	2.9
POOR DURABILITY	3	2.1
DIFFICULT TO STORE/NOT PORTABLE	2	1.4
INADEQUATE HEALTH AND SAFETY FEATURES	2	1.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LIFE-LONG LEISURE SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	125	3.6
TOTAL RESPONSES TO THIS PRIORITY AREA	125	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	0	0.0
PRE-SCHOOL	4	3.2
PRIMARY	15	12.0
PRE-ADOLESCENT	12	9.6
ADOLESCENT	48	38.4
YOUNG ADULT	45	36.0
INVALID OR NO RESPONSE	1	0.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	6	4.8
PRE-SCHOOL, AGES 3-4	23	18.4
PRIMARY, GRADES K-3	57	45.6
INTERMEDIATE, GRADES 4-6	11	8.8
JUNIOR HIGH, GRADES 7-9	3	2.4
HIGH SCHOOL, GRADES 10-12	7	5.6
INTERMEDIATE AND BELOW	6	4.8
JUNIOR AND SENIOR HIGH	10	8.0
INVALID OR NO RESPONSE	2	1.6

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	92	73.6
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	16	12.8
SEVERELY AND PROFOUNDLY HANDICAPPED	8	6.4
MULTIPLY HANDICAPPED	7	5.6
INVALID OR NO RESPONSE	2	1.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LIFE-LONG LEISURE SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	125	3.6
TOTAL RESPONSES TO THIS PRIORITY AREA	125	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	4	3.2
3 TO 5	8	6.4
6 TO 10	39	31.2
11 TO 15	28	22.4
16 OR MORE	36	28.8
INVALID OR NO RESPONSE	10	8.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1146 AND 1758 MIDPOINT 1452

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	72	57.6
MANIPULATIVE OBJECTS AND TOOLS	52	41.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	31	24.8
FILMS, FILMLOOPS	29	23.2
MAGAZINES, SPECIALIZED COMIC BOOKS	27	21.6
FILMSTRIPS, SLIDES	21	16.8
MAPS, CHARTS, PICTURES, FLASHCARDS	21	16.8
FLANNEL BOARD MATERIALS	21	16.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	19	15.2
MODELS	19	15.2
WORKBOOKS, WORKTEXTS	16	12.8
SOUND FILMSTRIPS, SOUND SLIDES	16	12.8
AUDIO FLASHCARDS	11	8.8
LARGE TYPE PRINT MATERIALS	8	6.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	8	6.4
VIDEOTAPES, CLOSED-CIRCUIT TV	8	6.4
MULTIMEDIA KITS	6	4.8
BRAILLE MATERIALS	2	1.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS	2	1.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	76	60.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	70	56.0
FILMS, FILMLOOPS	66	52.8
FILMSTRIPS, SLIDES	64	51.2
MAGAZINES, SPECIALIZED COMIC BOOKS	62	49.6
MANIPULATIVE OBJECTS AND TOOLS	61	48.8
WORKBOOKS, WORKTEXTS	53	42.4
SOUND FILMSTRIPS, SOUND SLIDES	52	41.6
MULTIMEDIA KITS	52	41.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	44	35.2
MAPS, CHARTS, PICTURES, FLASHCARDS	42	33.6
VIDEOTAPES, CLOSED-CIRCUIT TV	39	31.2
MODELS	37	29.6
LARGE TYPE PRINT MATERIALS	34	27.2
SELF-INSTR./COMPUTER-ASSISTED MTRLS	31	24.8
FLANNEL BOARD MATERIALS	29	23.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	28	22.4
AUDIO FLASHCARDS	23	18.4
BRAILLE MATERIALS	11	8.8

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: LIFE-LONG LEISURE SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	125	3.6
TOTAL RESPONSES TO THIS PRIORITY AREA	125	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	43	34.4
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	37	29.6
AVAILABLE MATERIALS POOR IN QUALITY	17	13.6
AVAILABLE MATERIALS TOO COSTLY	13	10.4
INVALID OR NO RESPONSE	15	12.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	49	39.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	48	38.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	32	25.6
CONCEPT LEVEL INAPPROPRIATE	27	21.6
NOT ENOUGH REPETITION, REINFORCEMENT	26	20.8
NOT RELEVANT TO MY CURRICULUM	22	17.6
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	20	16.0
POOR SEQUENCING OF LEARNING COMPONENTS	19	15.2
LANGUAGE LEVEL NOT UNIFORM	8	6.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	7	5.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	42	33.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	39	31.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	35	28.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	29	23.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	25	20.0
NO ADAPTIVE EQUIPMENT AVAILABLE	18	14.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	17	13.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	14	11.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	14	11.2
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	13	10.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	8	6.4
INADEQUATE TEACHER DIRECTIONS	8	6.4
REQUIRES TOO MUCH TEACHER TRAINING	7	5.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	26	20.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	14	11.2
DIFFICULT TO OPERATE AND/OR USE	11	8.8
POOR DURABILITY	11	8.8
DIFFICULT TO STORE/NOT PORTABLE	5	4.0
POOR AUDIO QUALITY	3	2.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2	1.6
INADEQUATE HEALTH AND SAFETY FEATURES	2	1.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: BODY AWARENESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	117	3.3
TOTAL RESPONSES TO THIS PRIORITY AREA	117	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	26	22.2
PRE-SCHOOL	41	35.0
PRIMARY	16	13.7
PRE-ADOLESCENT	12	10.3
ADOLESCENT	16	13.7
YOUNG ADULT	5	4.3
INVALID OR NO RESPONSE	1	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	53	45.3
PRE-SCHOOL, AGES 3-4	41	35.0
PRIMARY, GRADES K-3	14	12.0
INTERMEDIATE, GRADES 4-6	2	1.7
JUNIOR HIGH, GRADES 7-9	3	2.6
HIGH SCHOOL, GRADES 10-12	1	0.9
INTERMEDIATE AND BELOW	1	0.9
JUNIOR AND SENIOR HIGH	1	0.9
INVALID OR NO RESPONSE	1	0.9

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	60	51.3
MODERATELY (TRAINABLE) MENTALLY RETARDED	25	21.4
SEVERELY AND PROFOUNDLY HANDICAPPED	18	15.4
MULTIPLY HANDICAPPED	13	11.1
INVALID OR NO RESPONSE	1	0.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: BODY AWARENESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	117	3.3
TOTAL RESPONSES TO THIS PRIORITY AREA	117	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	6	5.1
3 TO 5	17	14.5
6 TO 10	44	37.6
11 TO 15	23	19.7
16 OR MORE	24	20.5
INVALID OR NO RESPONSE	3	2.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 958 AND 1482 MIDPOINT 1220

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	69	59.0
MANIPULATIVE OBJECTS AND TOOLS	57	48.7
FLANNEL BOARD MATERIALS	46	39.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	39	33.3
MAPS, CHARTS, PICTURES, FLASHCARDS	37	31.6
MODELS	31	26.5
CASSETTE/REEL-TO-REEL TAPES, RECORDS	29	24.8
FILMSTRIPS, SLIDES	22	18.8
MAGAZINES, SPECIALIZED COMIC BOOKS	19	16.2
FILMS, FILMLOOPS	18	15.4
WORKBOOKS, WORKTEXTS	16	13.7
LARGE TYPE PRINT MATERIALS	16	13.7
SOUND FILMSTRIPS, SOUND SLIDES	15	12.8
MULTIMEDIA KITS	13	11.1
AUDIO FLASHCARDS	11	9.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	9	7.7
VIDEOTAPES, CLOSED-CIRCUIT TV	8	6.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	4	3.4
BRAILLE MATERIALS	1	0.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	58	49.6
MANIPULATIVE OBJECTS AND TOOLS	51	43.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	48	41.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	46	39.3
SOUND FILMSTRIPS, SOUND SLIDES	46	39.3
MULTIMEDIA KITS	46	39.3
FILMSTRIPS, SLIDES	45	38.5
FILMS, FILMLOOPS	40	34.2
FLANNEL BOARD MATERIALS	37	31.6
MAPS, CHARTS, PICTURES, FLASHCARDS	36	30.8
MODELS	34	29.1
WORKBOOKS, WORKTEXTS	29	24.8
VIDEOTAPES, CLOSED-CIRCUIT TV	28	23.9
MAGAZINES, SPECIALIZED COMIC BOOKS	26	22.2
AUDIO FLASHCARDS	24	20.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	23	19.7
SELF-INSTR./COMPUTER-ASSISTED MTRLS	23	19.7
LARGE TYPE PRINT MATERIALS	21	17.9
BRAILLE MATERIALS	10	8.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: BODY AWARENESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	117	3.3
TOTAL RESPONSES TO THIS PRIORITY AREA	117	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	54	46.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	13	11.1
AVAILABLE MATERIALS POOR IN QUALITY	13	11.1
AVAILABLE MATERIALS TOO COSTLY	8	6.8
INVALID OR NO RESPONSE	29	24.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT RELEVANT TO MY CURRICULUM	46	39.3
INTEREST LEVEL INAPPROPRIATE	46	39.3
NOT ENOUGH REPETITION, REINFORCEMENT	39	33.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	37	31.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	35	29.9
CONCEPT LEVEL INAPPROPRIATE	33	28.2
POOR SEQUENCING OF LEARNING COMPONENTS	23	19.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	15	12.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	9.4
LANGUAGE LEVEL NOT UNIFORM	8	6.8
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	44	37.6
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	35	29.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	31	26.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	30	25.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	23	19.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	23	19.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	21	17.9
NO ADAPTIVE EQUIPMENT AVAILABLE	18	15.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	17	14.5
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	13	11.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	12	10.3
INADEQUATE TEACHER DIRECTIONS	10	8.5
REQUIRES TOO MUCH TEACHER TRAINING	6	5.1
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	32	27.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	24	20.5
POOR DURABILITY	23	19.7
POOR AUDIO QUALITY	10	8.5
DIFFICULT TO OPERATE AND/OR USE	9	7.7
INADEQUATE HEALTH AND SAFETY FEATURES	7	6.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	5	4.3
DIFFICULT TO STORE/NOT PORTABLE	5	4.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING VOCABULARY DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	114	3.2
TOTAL RESPONSES TO THIS PRIORITY AREA	117	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	2	1.7
PRE-SCHOOL	11	9.4
PRIMARY	30	25.6
PRE-ADOLESCENT	32	27.4
ADOLESCENT	28	23.9
YOUNG ADULT	10	8.5
INVALID OR NO RESPONSE	4	3.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	0.9
PRE-SCHOOL, AGES 3-4	27	23.1
PRIMARY, GRADES K-3	52	44.4
INTERMEDIATE, GRADES 4-6	19	16.2
JUNIOR HIGH, GRADES 7-9	4	3.4
HIGH SCHOOL, GRADES 10-12	1	0.9
INTERMEDIATE AND BELOW	5	4.3
JUNIOR AND SENIOR HIGH	3	2.6
INVALID OR NO RESPONSE	5	4.3

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	82	70.1
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	16	13.7
MULTIPLY HANDICAPPED	15	12.8
SEVERELY AND PROFOUNDLY HANDICAPPED	2	1.7
INVALID OR NO RESPONSE	2	1.7

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING VOCABULARY DEVELCPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	114	3.2
TOTAL RESPONSES TO THIS PRIORITY AREA	117	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	3	2.6
3 TO 5	12	10.3
6 TO 10	40	34.2
11 TO 15	25	21.4
16 OR MORE	30	25.6
INVALID OR NO RESPONSE	7	6.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1034 AND 1591 MIDPOINT 1313

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	79	67.5
MAPS, CHARTS, PICTURES, FLASHCARDS	74	63.2
WORKBOOKS, WORKTEXTS	63	53.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	61	52.1
FLANNEL BOARD MATERIALS	59	50.4
MANIPULATIVE OBJECTS AND TOOLS	49	41.9
CASSETTE/REEL-TO-REEL TAPES, RECORDS	47	40.2
FILMSTRIPS, SLIDES	43	36.8
MAGAZINES, SPECIALIZED COMIC BOOKS	37	31.6
AUDIO FLASHCARDS	37	31.6
SOUND FILMSTRIPS, SOUND SLIDES	35	29.9
FILMS, FILMLOOPS	29	24.8
LARGE TYPE PRINT MATERIALS	26	22.2
MULTIMEDIA KITS	26	22.2
MODELS	22	18.8
VIDEOTAPES, CLOSED-CIRCUIT TV	18	15.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	16	13.7
SELF-INSTR./COMPUTER-ASSISTED MTRLS	13	11.1
BRAILLE MATERIALS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	60	51.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	55	47.0
GAMES, TOYS, PUZZLES	49	41.9
FILMSTRIPS, SLIDES	44	37.6
MAPS, CHARTS, PICTURES, FLASHCARDS	43	36.8
MULTIMEDIA KITS	42	35.9
SELF-INSTR./COMPUTER-ASSISTED MTRLS	40	34.2
CASSETTE/REEL-TO-REEL TAPES, RECORDS	39	33.3
MAGAZINES, SPECIALIZED COMIC BOOKS	38	32.5
SOUND FILMSTRIPS, SOUND SLIDES	38	32.5
AUDIO FLASHCARDS	37	31.6
FLANNEL BOARD MATERIALS	37	31.6
MANIPULATIVE OBJECTS AND TOOLS	35	29.9
VIDEOTAPES, CLOSED-CIRCUIT TV	35	29.9
LARGE TYPE PRINT MATERIALS	33	28.2
FILMS, FILMLOOPS	32	27.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	25	21.4
MODELS	18	15.4
BRAILLE MATERIALS	7	6.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING VOCABULARY DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	114	3.2
TOTAL RESPONSES TO THIS PRIORITY AREA	117	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	48	41.0
AVAILABLE MATERIALS TOO COSTLY	24	20.5
AVAILABLE MATERIALS POOR IN QUALITY	22	18.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	6	5.1
INVALID OR NO RESPONSE	17	14.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	62	53.0
INTEREST LEVEL INAPPROPRIATE	53	45.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	53	45.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	49	41.9
CONCEPT LEVEL INAPPROPRIATE	32	27.4
NOT RELEVANT TO MY CURRICULUM	29	24.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	28	23.9
POOR SEQUENCING OF LEARNING COMPONENTS	21	17.9
LANGUAGE LEVEL NOT UNIFORM	20	17.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	6	5.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	50	42.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	38	32.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	37	31.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	35	29.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	29	24.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	29	24.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	24	20.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	18	15.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	13	11.1
NO ADAPTIVE EQUIPMENT AVAILABLE	12	10.3
REQUIRES TOO MUCH TEACHER TRAINING	10	8.5
INADEQUATE TEACHER DIRECTIONS	10	8.5
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	7	6.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	45	38.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	25	21.4
POOR DURABILITY	21	17.9
POOR AUDIO QUALITY	9	7.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	9	7.7
DIFFICULT TO OPERATE AND/OR USE	7	6.0
DIFFICULT TO STORE/NOT PORTABLE	6	5.1
INADEQUATE HEALTH AND SAFETY FEATURES	1	0.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPEC
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: WHOLE WORD RECOGNITION AND DISCRIMINATION AS A READING SKILL

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	113	3.2
TOTAL RESPONSES TO THIS PRIORITY AREA	114	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	0	0.0
PRE-SCHOOL	2	1.8
PRIMARY	24	21.1
PRE-ADOLESCENT	41	36.0
ADOLESCENT	27	23.7
YOUNG ADULT	18	15.8
INVALID OR NO RESPONSE	2	1.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	17	14.9
PRIMARY, GRADES K-3	77	67.5
INTERMEDIATE, GRADES 4-6	7	6.1
JUNIOR HIGH, GRADES 7-9	6	5.3
HIGH SCHOOL, GRADES 10-12	2	1.8
INTERMEDIATE AND BELOW	3	2.6
JUNIOR AND SENIOR HIGH	1	0.9
INVALID OR NO RESPONSE	1	0.9

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	86	75.4
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	13	11.4
MULTIPLY HANDICAPPED	12	10.5
SEVERELY AND PROFOUNDLY HANDICAPPED	1	0.9
INVALID OR NO RESPONSE	2	1.8

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: WHOLE WORD RECOGNITION AND DISCRIMINATION AS A READING SKILL

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	113	3.2
TOTAL RESPONSES TO THIS PRIORITY AREA	114	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	9	7.9
3 TO 5	11	9.6
6 TO 10	43	37.7
11 TO 15	21	18.4
16 OR MORE	22	19.3
INVALID OR NO RESPONSE	8	7.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 883 AND 1368 MIDPOINT 1126

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	75	65.8
WORKBOOKS, WORKTEXTS	61	53.5
MAPS, CHARTS, PICTURES, FLASHCARDS	58	50.9
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	57	50.0
FLANNEL BOARD MATERIALS	39	34.2
CASSETTE/REEL-TO-REEL TAPES, RECORDS	37	32.5
AUDIO FLASHCARDS	36	31.6
MANIPULATIVE OBJECTS AND TOOLS	35	30.7
FILMSTRIPS, SLIDES	32	28.1
LARGE TYPE PRINT MATERIALS	29	25.4
MAGAZINES, SPECIALIZED COMIC BOOKS	25	21.9
FILMS, FILMLOOPS	21	18.4
MULTIMEDIA KITS	17	14.9
SOUND FILMSTRIPS, SOUND SLIDES	15	13.2
MODELS	14	12.3
SELF-INSTR./COMPUTER-ASSISTED MTRLS	13	11.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	11	9.6
VIDEOTAPES, CLOSED-CIRCUIT TV	6	5.3
BRAILLE MATERIALS	1	0.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	65	57.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	55	48.2
LARGE TYPE PRINT MATERIALS	50	43.9
GAMES, TOYS, PUZZLES	47	41.2
MAGAZINES, SPECIALIZED COMIC BOOKS	46	40.4
AUDIO FLASHCARDS	46	40.4
CASSETTE/REEL-TO-REEL TAPES, RECORDS	41	36.0
MULTIMEDIA KITS	41	36.0
SOUND FILMSTRIPS, SOUND SLIDES	38	33.3
MAPS, CHARTS, PICTURES, FLASHCARDS	38	33.3
FILMSTRIPS, SLIDES	37	32.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	35	30.7
FLANNEL BOARD MATERIALS	34	29.8
FILMS, FILMLOOPS	32	28.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	26	22.8
VIDEOTAPES, CLOSED-CIRCUIT TV	26	22.8
MANIPULATIVE OBJECTS AND TOOLS	25	21.9
MODELS	23	20.2
BRAILLE MATERIALS	9	7.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: WHOLE WORD RECOGNITION AND DISCRIMINATION AS A READING SKILL

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	113	3.2
TOTAL RESPONSES TO THIS PRIORITY AREA	114	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	46	40.4
AVAILABLE MATERIALS TOO COSTLY	22	19.3
AVAILABLE MATERIALS POOR IN QUALITY	18	15.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	11	9.6
INVALID OR NO RESPONSE	17	14.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	56	49.1
INTEREST LEVEL INAPPROPRIATE	48	42.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	41	36.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	35	30.7
NOT RELEVANT TO MY CURRICULUM	29	25.4
CONCEPT LEVEL INAPPROPRIATE	28	24.6
POOR SEQUENCING OF LEARNING COMPONENTS	20	17.5
LANGUAGE LEVEL NOT UNIFORM	17	14.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	15	13.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	4	3.5
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	54	47.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	39	34.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	38	33.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	31	27.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	30	26.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	27	23.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	25	21.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	22	19.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	11	9.6
NO ADAPTIVE EQUIPMENT AVAILABLE	8	7.0
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	8	7.0
REQUIRES TOO MUCH TEACHER TRAINING	6	5.3
INADEQUATE TEACHER DIRECTIONS	5	4.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	34	29.8
POOR DURABILITY	21	18.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	19	16.7
POOR AUDIO QUALITY	5	4.4
DIFFICULT TO OPERATE AND/OR USE	4	3.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	3	2.6
DIFFICULT TO STORE/NOT PORTABLE	2	1.8
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SIGNING/FINGER SPELLING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	109	3.1
TOTAL RESPONSES TO THIS PRIORITY AREA	109	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	4	3.7
PRE-SCHOOL	21	19.3
PRIMARY	26	23.9
PRE-ADOLESCENT	28	25.7
ADOLESCENT	20	18.3
YOUNG ADULT	6	5.5
INVALID OR NO RESPONSE	4	3.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	18	16.5
PRE-SCHOOL, AGES 3-4	55	50.5
PRIMARY, GRADES K-3	22	20.2
INTERMEDIATE, GRADES 4-6	6	5.5
JUNIOR HIGH, GRADES 7-9	1	0.9
HIGH SCHOOL, GRADES 10-12	1	0.9
INTERMEDIATE AND BELOW	5	4.6
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	1	0.9

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	42	38.5
MULTIPLY HANDICAPPED	29	26.6
MODERATELY (TRAINABLE) MENTALLY RETARDED	24	22.0
SEVERELY AND PROFOUNDLY HANDICAPPED	13	11.9
INVALID OR NO RESPONSE	1	0.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SIGNING/FINGER SPELLING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	109	3.1
TOTAL RESPONSES TO THIS PRIORITY AREA	109	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	11	10.1
3 TO 5	36	33.0
6 TO 10	40	36.7
11 TO 15	11	10.1
16 OR MORE	9	8.3
INVALID OR NO RESPONSE	2	1.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 624 AND 992 MIDPOINT 808

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	56	51.4
GAMES, TOYS, PUZZLES	49	45.0
MANIPULATIVE OBJECTS AND TOOLS	43	39.4
MAPS, CHARTS, PICTURES, FLASHCARDS	41	37.6
FLANNEL BOARD MATERIALS	32	29.4
FILMSTRIPS, SLIDES	20	18.3
MODELS	20	18.3
MAGAZINES, SPECIALIZED COMIC BOOKS	17	15.6
VIDEOTAPES, CLOSED-CIRCUIT TV	16	14.7
FILMS, FILMLOOPS	15	13.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	15	13.8
SOUND FILMSTRIPS, SOUND SLIDES	14	12.8
WORKBOOKS, WORKTEXTS	13	11.9
LARGE TYPE PRINT MATERIALS	12	11.0
MULTIMEDIA KITS	12	11.0
AUDIO FLASHCARDS	9	8.3
SELF-INSTR./COMPUTER-ASSISTED MTRLS	8	7.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	7	6.4
BRAILLE MATERIALS	3	2.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	54	49.5
WORKBOOKS, WORKTEXTS	46	42.2
GAMES, TOYS, PUZZLES	42	38.5
MAPS, CHARTS, PICTURES, FLASHCARDS	37	33.9
FILMS, FILMLOOPS	35	32.1
FILMSTRIPS, SLIDES	33	30.3
FLANNEL BOARD MATERIALS	33	30.3
MANIPULATIVE OBJECTS AND TOOLS	33	30.3
MULTIMEDIA KITS	31	28.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	30	27.5
VIDEOTAPES, CLOSED-CIRCUIT TV	27	24.8
MAGAZINES, SPECIALIZED COMIC BOOKS	25	22.9
CASSETTE/REEL-TO-REEL TAPES, RECORDS	25	22.9
SOUND FILMSTRIPS, SOUND SLIDES	23	21.1
LARGE TYPE PRINT MATERIALS	22	20.2
AUDIO FLASHCARDS	22	20.2
MODELS	22	20.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	18	16.5
BRAILLE MATERIALS	8	7.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANCICAPPEC
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SIGNING/FINGER SPELLING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	109	3.1
TOTAL RESPONSES TO THIS PRIORITY AREA	109	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	50	45.9
AVAILABLE MATERIALS POOR IN QUALITY	21	19.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	14	12.8
AVAILABLE MATERIALS TOO COSTLY	9	8.3
INVALID OR NO RESPONSE	15	13.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	44	40.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	42	38.5
NOT RELEVANT TO MY CURRICULUM	38	34.9
CONCEPT LEVEL INAPPROPRIATE	37	33.9
NOT ENOUGH REPETITION, REINFORCEMENT	34	31.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	32	29.4
POOR SEQUENCING OF LEARNING COMPONENTS	26	23.9
LANGUAGE LEVEL NOT UNIFORM	15	13.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	8	7.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	7	6.4
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	38	34.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	38	34.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	34	31.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	29	26.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	20	18.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	19	17.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	18	16.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	17	15.6
REQUIRES TOO MUCH TEACHER TRAINING	9	8.3
NO ADAPTIVE EQUIPMENT AVAILABLE	8	7.3
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	8	7.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	4	3.7
INADEQUATE TEACHER DIRECTIONS	4	3.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	27	24.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	26	23.9
POOR DURABILITY	21	19.3
DIFFICULT TO OPERATE AND/OR USE	7	6.4
POOR AUDIO QUALITY	4	3.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	4	3.7
DIFFICULT TO STORE/NOT PORTABLE	3	2.8
INADEQUATE HEALTH AND SAFETY FEATURES	2	1.8

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: MEANINGFUL COUNTING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	107	3.0
TOTAL RESPONSES TO THIS PRIORITY AREA	107	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	0	0.0
PRE-SCHOOL	14	13.1
PRIMARY	36	33.6
PRE-ADOLESCENT	30	28.0
ADOLESCENT	20	18.7
YOUNG ADULT	5	4.7
INVALID OR NO RESPONSE	2	1.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	0.9
PRE-SCHOOL, AGES 3-4	44	41.1
PRIMARY, GRADES K-3	49	45.8
INTERMEDIATE, GRADES 4-6	5	4.7
JUNIOR HIGH, GRADES 7-9	4	3.7
HIGH SCHOOL, GRADES 10-12	0	0.0
INTERMEDIATE AND BELOW	3	2.8
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	1	0.9

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	81	75.7
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	16	15.0
MULTIPLY HANDICAPPED	7	6.5
SEVERELY AND PROFOUNDLY HANDICAPPED	1	0.9
INVALID OR NO RESPONSE	2	1.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: MEANINGFUL COUNTING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	107	3.0
TOTAL RESPONSES TO THIS PRIORITY AREA	107	

C1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	8	7.5
3 TO 5	17	15.9
6 TO 10	42	39.3
11 TO 15	28	26.2
16 OR MORE	8	7.5
INVALID OR NO RESPONSE	4	3.7

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 747 AND 1141 MIDPOINT 944

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	79	73.8
GAMES, TOYS, PUZZLES	74	69.2
FLANNEL BOARD MATERIALS	61	57.0
MAPS, CHARTS, PICTURES, FLASHCARDS	56	52.3
WORKBOOKS, WORKTEXTS	49	45.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	33	30.8
LARGE TYPE PRINT MATERIALS	22	20.6
MODELS	21	19.6
FILMSTRIPS, SLIDES	20	18.7
SOUND FILMSTRIPS, SOUND SLIDES	19	17.8
MAGAZINES, SPECIALIZED COMIC BOOKS	18	16.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	18	16.8
SELF-INSTR./COMPUTER-ASSISTED MTRLS	16	15.0
FILMS, FILMLOOPS	11	10.3
VIDEOTAPES, CLOSED-CIRCUIT TV	11	10.3
AUDIO FLASHCARDS	10	9.3
MULTIMEDIA KITS	9	8.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	8	7.5
BRAILLE MATERIALS	2	1.9

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	65	60.7
GAMES, TOYS, PUZZLES	53	49.5
MANIPULATIVE OBJECTS AND TOOLS	48	44.9
MULTIMEDIA KITS	42	39.3
LARGE TYPE PRINT MATERIALS	39	36.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	38	35.5
SOUND FILMSTRIPS, SOUND SLIDES	33	30.8
MAPS, CHARTS, PICTURES, FLASHCARDS	33	30.8
FLANNEL BOARD MATERIALS	33	30.8
FILMSTRIPS, SLIDES	32	29.9
MAGAZINES, SPECIALIZED COMIC BOOKS	30	28.0
FILMS, FILMLOOPS	30	28.0
AUDIO FLASHCARDS	29	27.1
CASSETTE/REEL-TO-REEL TAPES, RECORDS	29	27.1
SELF-INSTR./COMPUTER-ASSISTED MTRLS	26	24.3
MODELS	21	19.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	20	18.7
VIDEOTAPES, CLOSED-CIRCUIT TV	17	15.9
BRAILLE MATERIALS	7	6.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: MEANINGFUL COUNTING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	107	3.0
TOTAL RESPONSES TO THIS PRIORITY AREA	107	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	46	43.0
AVAILABLE MATERIALS TOO COSTLY	18	16.8
AVAILABLE MATERIALS POOR IN QUALITY	15	14.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	6	5.6
INVALID OR NO RESPONSE	22	20.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	61	57.0
INTEREST LEVEL INAPPROPRIATE	41	38.3
CONCEPT LEVEL INAPPROPRIATE	28	26.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	23	21.5
POOR SEQUENCING OF LEARNING COMPONENTS	23	21.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	21	19.6
NOT RELEVANT TO MY CURRICULUM	18	16.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	9	8.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	7	6.5
LANGUAGE LEVEL NOT UNIFORM	6	5.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	49	45.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	43	40.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	33	30.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	33	30.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	32	29.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	26	24.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	21	19.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	13	12.1
NO ADAPTIVE EQUIPMENT AVAILABLE	11	10.3
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	8	7.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	7	6.5
INADEQUATE TEACHER DIRECTIONS	4	3.7
REQUIRES TOO MUCH TEACHER TRAINING	3	2.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	32	29.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	23	21.5
POOR DURABILITY	21	19.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	4	3.7
DIFFICULT TO OPERATE AND/OR USE	4	3.7
DIFFICULT TO STORE/NOT PORTABLE	3	2.8
POOR AUDIO QUALITY	1	0.9
INADEQUATE HEALTH AND SAFETY FEATURES	0	0.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: OTHER COMMUNICATION TECHNIQUES (E.G., WRITING, BRAILLE WRITING, TYPING)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	101	2.9
TOTAL RESPONSES TO THIS PRIORITY AREA	101	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	1	1.0
PRE-SCHOOL	24	23.8
PRIMARY	32	31.7
PRE-ADOLESCENT	17	16.8
ADOLESCENT	18	17.8
YOUNG ADULT	9	8.9
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	25	24.8
PRE-SCHOOL, AGES 3-4	47	46.5
PRIMARY, GRADES K-3	14	13.9
INTERMEDIATE, GRADES 4-6	8	7.9
JUNIOR HIGH, GRADES 7-9	1	1.0
HIGH SCHOOL, GRADES 10-12	1	1.0
INTERMEDIATE AND BELOW	5	5.0
JUNIOR AND SENIOR HIGH	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MULTIPLY HANDICAPPED	39	38.6
MODERATELY (TRAINABLE) MENTALLY RETARDED	24	23.8
SEVERELY AND PROFOUNDLY HANDICAPPED	24	23.8
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	14	13.9
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: OTHER COMMUNICATION TECHNIQUES (E.G., WRITING, BRAILLE WRITING, TYPING)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	101	2.9
TOTAL RESPONSES TO THIS PRIORITY AREA	101	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	21	20.8
3 TO 5	27	26.7
6 TO 10	28	27.7
11 TO 15	6	5.9
16 OR MORE	18	17.8
INVALID OR NO RESPONSE	1	1.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 624 AND 997 MIDPOINT 811

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	49	48.5
GAMES, TOYS, PUZZLES	45	44.6
MANIPULATIVE OBJECTS AND TOOLS	44	43.6
MAPS, CHARTS, PICTURES, FLASHCARDS	40	39.6
FLANNEL BOARD MATERIALS	30	29.7
WORKBOOKS, WORKTEXTS	29	28.7
CASSETTE/REEL-TO-REEL TAPES, RECORDS	21	20.8
FILMS, FILMLOOPS	17	16.8
FILMSTRIPS, SLIDES	17	16.8
MODELS	17	16.8
SOUND FILMSTRIPS, SOUND SLIDES	15	14.9
LARGE TYPE PRINT MATERIALS	14	13.9
AUDIO FLASHCARDS	14	13.9
MAGAZINES, SPECIALIZED COMIC BOOKS	13	12.9
VIDEOTAPES, CLOSED-CIRCUIT TV	10	9.9
MULTIMEDIA KITS	8	7.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	7	6.9
SELF-INSTR./COMPUTER-ASSISTED MTRLS	6	5.9
BRAILLE MATERIALS	4	4.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	57	56.4
MANIPULATIVE OBJECTS AND TOOLS	55	54.5
MULTIMEDIA KITS	53	52.5
GAMES, TOYS, PUZZLES	49	48.5
WORKBOOKS, WORKTEXTS	48	47.5
FLANNEL BOARD MATERIALS	43	42.6
MAPS, CHARTS, PICTURES, FLASHCARDS	42	41.6
LARGE TYPE PRINT MATERIALS	38	37.6
FILMSTRIPS, SLIDES	37	36.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	37	36.6
VIDEOTAPES, CLOSED-CIRCUIT TV	37	36.6
AUDIO FLASHCARDS	36	35.6
MODELS	35	34.7
FILMS, FILMLOOPS	33	32.7
SELF-INSTR./COMPUTER-ASSISTED MTRLS	33	32.7
SOUND FILMSTRIPS, SOUND SLIDES	30	29.7
MAGAZINES, SPECIALIZED COMIC BOOKS	29	28.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	25	24.8
BRAILLE MATERIALS	17	16.8

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: OTHER COMMUNICATION TECHNIQUES (E.G., WRITING, BRAILLE WRITING, TYPING)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	101	2.9
TOTAL RESPONSES TO THIS PRIORITY AREA	101	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	34	33.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	20	19.8
AVAILABLE MATERIALS TOO COSTLY	16	15.8
AVAILABLE MATERIALS POOR IN QUALITY	11	10.9
INVALID OR NO RESPONSE	20	19.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	33	32.7
NOT ENOUGH REPETITION, REINFORCEMENT	31	30.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	26	25.7
NOT RELEVANT TO MY CURRICULUM	21	20.8
CONCEPT LEVEL INAPPROPRIATE	21	20.8
INTEREST LEVEL INAPPROPRIATE	19	18.8
POOR SEQUENCING OF LEARNING COMPONENTS	19	18.8
LANGUAGE LEVEL NOT UNIFORM	6	5.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	6	5.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	3	3.0
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	40	39.6
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	38	37.6
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	27	26.7
NO ADAPTIVE EQUIPMENT AVAILABLE	23	22.8
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	23	22.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	22	21.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	22	21.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	21	20.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	15	14.9
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	13	12.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	10	9.9
INADEQUATE TEACHER DIRECTIONS	8	7.9
REQUIRES TOO MUCH TEACHER TRAINING	7	6.9
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	16	15.8
POOR DURABILITY	16	15.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	13	12.9
DIFFICULT TO OPERATE AND/OR USE	13	12.9
DIFFICULT TO STORE/NOT PORTABLE	10	9.9
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	7	6.9
POOR AUDIO QUALITY	5	5.0
INADEQUATE HEALTH AND SAFETY FEATURES	1	1.0

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION E. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM CLUSTERS (FROM SUBSECTION B)

AS EXPLAINED IN SUBSECTION B, EACH CURRICULUM AREA IS ONE OF A SET OF RELATED AREAS CALLED A CURRICULUM CLUSTER. A CURRICULUM CLUSTER IS REGARDED AS A HIGH PRIORITY IF THE SET OF CURRICULUM AREAS WHICH COMPRISE IT WERE HIGH PRIORITY SELECTIONS.

IN SUBSECTION E, THE HIGHEST PRIORITY CURRICULUM CLUSTERS ARE ANALYZED IN THE SAME MANNER AS ARE THE HIGHEST PRIORITY CURRICULUM AREAS IN SUBSECTION D. EACH FOUR-PAGE CLUSTER ANALYSIS BEGINS WITH A LIST ON PAGE 1 OF THE CURRICULUM AREAS WITHIN THE CLUSTER, PRESENTED IN DECREASING FREQUENCY ORDER, AND CONTINUES ON PAGES 2-4 WITH A PARALLEL TO THE THREE-PAGE ANALYSIS FOR A CURRICULUM AREA. FOR A GIVEN CLUSTER, RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS WITHIN THAT CLUSTER.

THE CURRICULUM CLUSTER IS IDENTIFIED JUST BELOW THE DESCRIPTION OF THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF EACH PAGE. TO ITS RIGHT APPEAR THE NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHOSE AT LEAST ONE CURRICULUM AREA WITHIN THAT CLUSTER AS EITHER FIRST, SECOND, OR THIRD PRIORITY.

BELOW THE NUMBER OF RESPONDENTS FOR THE CURRICULUM CLUSTER APPEARS THE TOTAL NUMBER OF RESPONSES TO THAT CLUSTER. THIS FREQUENCY IS OBTAINED AS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA WITHIN THE CLUSTER.* AS WITH THE CURRICULUM AREA ANALYSES, IT IS THE TOTAL RESPONSE FREQUENCY, NOT RESPONDENT FREQUENCY, WHICH SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THE LISTING OF CURRICULUM AREAS WITHIN THE CLUSTER, THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS, AND THE PRIORITY-RELATED QUESTIONS.

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*RECALL THAT EACH CURRICULUM AREA MAY HAVE BEEN CHOSEN MORE THAN ONCE BY A GIVEN RESPONDENT. IN ADDITION, A GIVEN RESPONDENT MAY HAVE CHOSEN MORE THAN ONE CURRICULUM AREA WITHIN A CLUSTER. IN BOTH OF THE ABOVE INSTANCES, THE RESPONDENT WOULD COUNT ONLY ONCE IN THE CLUSTER RESPONDENT FREQUENCY DETERMINATION, BUT HIS RESPONSES WOULD COUNT AS OFTEN AS THEY OCCURRED IN THE CLUSTER RESPONSE FREQUENCY DETERMINATION. THUS, THE TOTAL NUMBER OF RESPONSES TO A CLUSTER AREA WILL, IN GENERAL, BE GREATER THAN THE TOTAL NUMBER OF RESPONDENTS CHOOSING THAT CLUSTER AREA.

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1482	42.1
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1772	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
APPROPRIATE RESPONSE TO OTHERS	434	24.5
APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL	417	23.5
SOCIAL INTERACTION	270	15.2
SELF-EXPRESSION	171	9.7
SELF-MOTIVATION	149	8.4
HUMAN SEXUALITY (SEX EDUCATION)	140	7.9
COOPERATIVE PLAY	86	4.9
SELF-IDENTIFICATION	77	4.3
SELF-OTHER DISCRIMINATION	28	1.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1482	42.1
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1772	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	65	3.7
PRE-SCHOOL	247	13.9
PRIMARY	329	18.6
PRE-ADOLESCENT	339	19.1
ADOLESCENT	476	26.9
YOUNG ADULT	290	16.4
INVALID OR NO RESPONSE	26	1.5

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	200	11.3
PRE-SCHOOL, AGES 3-4	526	29.7
PRIMARY, GRADES K-3	662	37.4
INTERMEDIATE, GRADES 4-6	119	6.7
JUNIOR HIGH, GRADES 7-9	56	3.2
HIGH SCHOOL, GRADES 10-12	53	3.0
INTERMEDIATE AND BELOW	75	4.2
JUNIOR AND SENIOR HIGH	60	3.4
INVALID OR NO RESPONSE	21	1.2

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	1000	56.4
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	437	24.7
MULTIPLY HANDICAPPED	194	10.9
SEVERELY AND PROFOUNDLY HANDICAPPED	118	6.7
INVALID OR NO RESPONSE	23	1.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1482	42.1
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1772	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	74	4.2
3 TO 5	261	14.7
6 TO 10	624	35.2
11 TO 15	364	20.5
16 OR MORE	361	20.4
INVALID OR NO RESPONSE	88	5.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 14381 AND 22178 MIDPOINT 18280

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	841	47.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	657	37.1
MANIPULATIVE OBJECTS AND TOOLS	643	36.3
FILMSTRIPS, SLIDES	595	33.6
FILMS, FILMLOOPS	518	29.2
MAPS, CHARTS, PICTURES, FLASHCARDS	516	29.1
CASSETTE/REEL-TO-REEL TAPES, RECORDS	477	26.9
FLANNEL BOARD MATERIALS	464	26.2
SOUND FILMSTRIPS, SOUND SLIDES	422	23.8
MAGAZINES, SPECIALIZED COMIC BOOKS	339	19.1
MODELS	336	19.0
WORKBOOKS, WORKTEXTS	298	16.8
MULTIMEDIA KITS	276	15.6
VIDEOTAPES, CLOSED-CIRCUIT TV	199	11.2
LARGE TYPE PRINT MATERIALS	182	10.3
AUDIO FLASHCARDS	153	8.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	152	8.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS	125	7.1
BRAILLE MATERIALS	22	1.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	792	44.7
GAMES, TOYS, PUZZLES	783	44.2
SOUND FILMSTRIPS, SOUND SLIDES	770	43.5
FILMSTRIPS, SLIDES	758	42.8
FILMS, FILMLOOPS	755	42.6
MULTIMEDIA KITS	709	40.0
MAGAZINES, SPECIALIZED COMIC BOOKS	692	39.1
WORKBOOKS, WORKTEXTS	688	38.8
MANIPULATIVE OBJECTS AND TOOLS	658	37.1
VIDEOTAPES, CLOSED-CIRCUIT TV	653	36.9
CASSETTE/REEL-TO-REEL TAPES, RECORDS	631	35.6
MAPS, CHARTS, PICTURES, FLASHCARDS	550	31.0
FLANNEL BOARD MATERIALS	535	30.2
MODELS	526	29.7
SELF-INSTR./COMPUTER-ASSISTED MTRLS	482	27.2
LARGE TYPE PRINT MATERIALS	463	26.1
AUDIO FLASHCARDS	430	24.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	421	23.8
BRAILLE MATERIALS	184	10.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: SOCIAL DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1482	42.1
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1772	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	661	37.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	406	22.9
AVAILABLE MATERIALS POOR IN QUALITY	244	13.8
AVAILABLE MATERIALS TOO COSTLY	171	9.7
INVALID OR NO RESPONSE	290	16.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	691	39.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	651	36.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	624	35.2
NOT ENOUGH REPETITION, REINFORCEMENT	573	32.3
CONCEPT LEVEL INAPPROPRIATE	546	30.8
NOT RELEVANT TO MY CURRICULUM	445	25.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	306	17.3
POOR SEQUENCING OF LEARNING COMPONENTS	210	11.9
LANGUAGE LEVEL NOT UNIFORM	198	11.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	101	5.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	613	34.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	538	30.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	450	25.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	403	22.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	370	20.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	286	16.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	272	15.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	254	14.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	217	12.2
NO ADAPTIVE EQUIPMENT AVAILABLE	215	12.1
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	138	7.8
INADEQUATE TEACHER DIRECTIONS	130	7.3
REQUIRES TOO MUCH TEACHER TRAINING	95	5.4
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	505	28.5
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	250	14.1
POOR DURABILITY	240	13.5
POOR AUDIO QUALITY	121	6.8
DIFFICULT TO OPERATE AND/OR USE	78	4.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	68	3.8
DIFFICULT TO STORE/NOT PORTABLE	65	3.7
INADEQUATE HEALTH AND SAFETY FEATURES	56	3.2

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1386	39.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1745	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
DRESSING, GROOMING AND PERSONAL HYGIENE	631	36.2
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	358	20.5
FEEDING AND EATING	273	15.6
TOILETING	234	13.4
LIFE-LONG LEISURE SKILLS	125	7.2
FOOD PREPARATION	73	4.2
CONSUMER EDUCATION/FINANCIAL MANAGEMENT	24	1.4
MEDICAL KNOWLEDGE ABOUT DISABILITY	12	0.7
USE AND MAINTENANCE OF PERSONAL REHABILITATION EQUIPMENT	9	0.5
DRIVER'S EDUCATION	3	0.2
CHILD CARE	2	0.1
SELECTING, DIRECTING AND DISMISSING OF PERSONAL ATTENDANTS	1	0.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1386	39.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1745	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	134	7.7
PRE-SCHOOL	258	14.8
PRIMARY	298	17.1
PRE-ADOLESCENT	261	15.0
ADOLESCENT	460	26.4
YOUNG ADULT	315	18.1
INVALID OR NO RESPONSE	19	1.1

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	437	25.0
PRE-SCHOOL, AGES 3-4	485	27.8
PRIMARY, GRADES K-3	509	29.2
INTERMEDIATE, GRADES 4-6	99	5.7
JUNIOR HIGH, GRADES 7-9	29	1.7
HIGH SCHOOL, GRADES 10-12	43	2.5
INTERMEDIATE AND BELOW	61	3.5
JUNIOR AND SENIOR HIGH	65	3.7
INVALID OR NO RESPONSE	17	1.0

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	838	48.0
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	534	30.6
MULTIPLY HANDICAPPED	188	10.8
SEVERELY AND PROFOUNDLY HANDICAPPED	173	9.9
INVALID OR NO RESPONSE	12	0.7

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1386	39.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1745	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	100	5.7
3 TO 5	276	15.8
6 TO 10	604	34.6
11 TO 15	288	16.5
16 OR MORE	379	21.7
INVALID OR NO RESPONSE	98	5.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 13784 AND 21415 MIDPOINT 17600

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	719	41.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	657	37.7
GAMES, TOYS, PUZZLES	566	32.4
FILMSTRIPS, SLIDES	506	29.0
MAPS, CHARTS, PICTURES, FLASHCARDS	461	26.4
FILMS, FILMLOOPS	424	24.3
FLANNEL BOARD MATERIALS	414	23.7
MODELS	362	20.7
MAGAZINES, SPECIALIZED COMIC BOOKS	311	17.8
SOUND FILMSTRIPS, SOUND SLIDES	310	17.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	299	17.1
WORKBOOKS, WORKTEXTS	272	15.6
LARGE TYPE PRINT MATERIALS	171	9.8
MULTIMEDIA KITS	164	9.4
AUDIO FLASHCARDS	150	8.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	131	7.5
VIDEOTAPES, CLOSED-CIRCUIT TV	112	6.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	112	6.4
BRAILLE MATERIALS	19	1.1

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	810	46.4
MANIPULATIVE OBJECTS AND TOOLS	720	41.3
FILMS, FILMLOOPS	716	41.0
FILMSTRIPS, SLIDES	693	39.7
SOUND FILMSTRIPS, SOUND SLIDES	660	37.8
WORKBOOKS, WORKTEXTS	655	37.5
GAMES, TOYS, PUZZLES	651	37.3
MULTIMEDIA KITS	607	34.8
MODELS	564	32.3
MAGAZINES, SPECIALIZED COMIC BOOKS	552	31.6
MAPS, CHARTS, PICTURES, FLASHCARDS	519	29.7
VIDEOTAPES, CLOSED-CIRCUIT TV	518	29.7
CASSETTE/REEL-TO-REEL TAPES, RECORDS	497	28.5
FLANNEL BOARD MATERIALS	485	27.8
LARGE TYPE PRINT MATERIALS	440	25.2
SELF-INSTR./COMPUTER-ASSISTED MTRLS	434	24.9
AUDIO FLASHCARDS	384	22.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	357	20.5
BRAILLE MATERIALS	156	8.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: DAILY LIVING SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1386	39.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1745	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	657	37.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	317	18.2
AVAILABLE MATERIALS POOR IN QUALITY	284	16.3
AVAILABLE MATERIALS TOO COSTLY	150	8.6
INVALID OR NO RESPONSE	337	19.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	622	35.6
NOT ENOUGH REPETITION, REINFORCEMENT	549	31.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	543	31.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	510	29.2
NOT RELEVANT TO MY CURRICULUM	475	27.2
CONCEPT LEVEL INAPPROPRIATE	464	26.6
POOR SEQUENCING OF LEARNING COMPONENTS	291	16.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	219	12.6
LANGUAGE LEVEL NOT UNIFORM	129	7.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	116	6.6
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	593	34.0
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	587	33.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	479	27.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	456	26.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	381	21.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	265	15.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	264	15.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	257	14.7
NO ADAPTIVE EQUIPMENT AVAILABLE	251	14.4
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	194	11.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	181	10.4
INADEQUATE TEACHER DIRECTIONS	111	6.4
REQUIRES TOO MUCH TEACHER TRAINING	81	4.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	464	26.6
POOR DURABILITY	249	14.3
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	205	11.7
DIFFICULT TO OPERATE AND/OR USE	93	5.3
INADEQUATE HEALTH AND SAFETY FEATURES	76	4.4
DIFFICULT TO STORE/NOT PORTABLE	69	4.0
POOR AUDIO QUALITY	61	3.5
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	57	3.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1252	35.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1364	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
ATTENDING/RESPONDING	790	57.9
CONCEPT DEVELOPMENT/GENERALIZATION	255	18.7
REASONING/DECISION MAKING SKILLS	189	13.9
REMEMBERING	62	4.5
COGNITIVE SEQUENCING	27	2.0
ASSOCIATION	22	1.6
CLASSIFICATION	19	1.4

TEACHERS OF MULTIPLY HANDICAPPED
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NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1252	35.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1364	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	140	10.3
PRE-SCHOOL	327	24.0
PRIMARY	317	23.2
PRE-ADOLESCENT	221	16.2
ADOLESCENT	220	16.1
YOUNG ADULT	122	8.9
INVALID OR NO RESPONSE	17	1.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	375	27.5
PRE-SCHOOL, AGES 3-4	491	36.0
PRIMARY, GRADES K-3	343	25.1
INTERMEDIATE, GRADES 4-6	56	4.1
JUNIOR HIGH, GRADES 7-9	18	1.3
HIGH SCHOOL, GRADES 10-12	18	1.3
INTERMEDIATE AND BELOW	31	2.3
JUNIOR AND SENIOR HIGH	20	1.5
INVALID OR NO RESPONSE	12	0.9

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	535	39.2
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	479	35.1
MULTIPLY HANDICAPPED	199	14.6
SEVERELY AND PROFOUNDLY HANDICAPPED	139	10.2
INVALID OR NO RESPONSE	12	0.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1252	35.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1364	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	62	4.5
3 TO 5	268	19.6
6 TO 10	482	35.3
11 TO 15	236	17.3
16 OR MORE	258	18.9
INVALID OR NO RESPONSE	58	4.3

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 10482 AND 16274 MIDPOINT 13378

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	937	68.7
MANIPULATIVE OBJECTS AND TOOLS	880	64.5
FLANNEL BOARD MATERIALS	564	41.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	513	37.6
MAPS, CHARTS, PICTURES, FLASHCARDS	513	37.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	477	35.0
FILMSTRIPS, SLIDES	423	31.0
FILMS, FILMLOOPS	347	25.4
WORKBOOKS, WORKTEXTS	302	22.1
SOUND FILMSTRIPS, SOUND SLIDES	294	21.6
MODELS	236	17.3
MAGAZINES, SPECIALIZED COMIC BOOKS	219	16.1
MULTIMEDIA KITS	200	14.7
LARGE TYPE PRINT MATERIALS	173	12.7
AUDIO FLASHCARDS	147	10.8
VIDEOTAPES, CLOSED-CIRCUIT TV	135	9.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	120	8.8
SELF-INSTR./COMPUTER-ASSISTED MTRLS	106	7.8
BRAILLE MATERIALS	14	1.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	699	51.2
MANIPULATIVE OBJECTS AND TOOLS	693	50.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	591	43.3
WORKBOOKS, WORKTEXTS	557	40.8
MULTIMEDIA KITS	518	38.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	505	37.0
FILMSTRIPS, SLIDES	501	36.7
FILMS, FILMLOOPS	488	35.8
SOUND FILMSTRIPS, SOUND SLIDES	459	33.7
FLANNEL BOARD MATERIALS	445	32.6
MAPS, CHARTS, PICTURES, FLASHCARDS	423	31.0
MAGAZINES, SPECIALIZED COMIC BOOKS	409	30.0
VIDEOTAPES, CLOSED-CIRCUIT TV	390	28.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS	356	26.1
LARGE TYPE PRINT MATERIALS	350	25.7
AUDIO FLASHCARDS	339	24.9
MODELS	332	24.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	241	17.7
BRAILLE MATERIALS	137	10.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COGNITIVE DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1252	35.6
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1364	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	594	43.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	203	14.9
AVAILABLE MATERIALS POOR IN QUALITY	168	12.3
AVAILABLE MATERIALS TOO COSTLY	135	9.9
INVALID OR NO RESPONSE	264	19.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	606	44.4
NOT ENOUGH REPETITION, REINFORCEMENT	551	40.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	507	37.2
CONCEPT LEVEL INAPPROPRIATE	485	35.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	445	32.6
NOT RELEVANT TO MY CURRICULUM	421	30.9
POOR SEQUENCING OF LEARNING COMPONENTS	245	18.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	193	14.1
LANGUAGE LEVEL NOT UNIFORM	127	9.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	72	5.3
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	535	39.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	523	38.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	439	32.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	382	28.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	325	23.8
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	251	18.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	223	16.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	219	16.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	185	13.6
NO ADAPTIVE EQUIPMENT AVAILABLE	176	12.9
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	114	8.4
INADEQUATE TEACHER DIRECTIONS	79	5.8
REQUIRES TOO MUCH TEACHER TRAINING	68	5.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	408	29.9
POOR DURABILITY	273	20.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	221	16.2
POOR AUDIO QUALITY	90	6.6
DIFFICULT TO OPERATE AND/OR USE	74	5.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	69	5.1
DIFFICULT TO STORE/NOT PORTABLE	49	3.6
INADEQUATE HEALTH AND SAFETY FEATURES	44	3.2

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1193	33.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1549	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
FINE MOTOR DEVELOPMENT	338	21.8
GROSS MOTOR DEVELOPMENT	309	19.9
BASIC SENSORY AWARENESS	269	17.4
MOTOR IMPULSE CONTROL (E.G., STEREOTYPED MOVEMENTS, SELF ABUSE)	180	11.6
SENSORY MOTOR INTEGRATION	166	10.7
BODY AWARENESS	117	7.6
VISUAL PERCEPTION	89	5.7
AUDITORY PERCEPTION	41	2.6
TACTILE PERCEPTION	26	1.7
KINESTHETIC PERCEPTION	14	0.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1193	33.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1549	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	342	22.1
PRE-SCHOOL	385	24.9
PRIMARY	337	21.8
PRE-ADOLESCENT	188	12.1
ADOLESCENT	182	11.7
YOUNG ADULT	101	6.5
INVALID OR NO RESPONSE	14	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	698	45.1
PRE-SCHOOL, AGES 3-4	523	33.8
PRIMARY, GRADES K-3	240	15.5
INTERMEDIATE, GRADES 4-6	28	1.8
JUNIOR HIGH, GRADES 7-9	7	0.5
HIGH SCHOOL, GRADES 10-12	10	0.6
INTERMEDIATE AND BELOW	19	1.2
JUNIOR AND SENIOR HIGH	10	0.6
INVALID OR NO RESPONSE	14	0.9

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	599	38.7
MODERATELY (TRAINABLE) MENTALLY RETARDED	398	25.7
SEVERELY AND PROFOUNDLY HANDICAPPED	275	17.8
MULTIPLY HANDICAPPED	264	17.0
INVALID OR NO RESPONSE	13	0.8

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1193	33.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1549	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	97	6.3
3 TO 5	299	19.3
6 TO 10	558	36.0
11 TO 15	211	13.6
16 OR MORE	313	20.2
INVALID OR NO RESPONSE	71	4.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 11671 AND 18259 MIDPOINT 14965

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	1016	65.6
GAMES, TOYS, PUZZLES	971	62.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	578	37.3
FLANNEL BOARD MATERIALS	341	22.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	339	21.9
MAPS, CHARTS, PICTURES, FLASHCARDS	267	17.2
MODELS	233	15.0
WORKBOOKS, WORKTEXTS	215	13.9
FILMSTRIPS, SLIDES	211	13.6
FILMS, FILMLOOPS	200	12.9
MULTIMEDIA KITS	174	11.2
SOUND FILMSTRIPS, SOUND SLIDES	163	10.5
LARGE TYPE PRINT MATERIALS	147	9.5
MAGAZINES, SPECIALIZED COMIC BOOKS	127	8.2
VIDEOTAPES, CLOSED-CIRCUIT TV	118	7.6
AUDIO FLASHCARDS	87	5.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS	79	5.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	45	2.9
BRAILLE MATERIALS	25	1.6

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	807	52.1
GAMES, TOYS, PUZZLES	731	47.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	631	40.7
CASSETTE/REEL-TO-REEL TAPES, RECORDS	409	26.4
MULTIMEDIA KITS	404	26.1
WORKBOOKS, WORKTEXTS	386	24.9
FILMS, FILMLOOPS	368	23.8
SOUND FILMSTRIPS, SOUND SLIDES	343	22.1
FILMSTRIPS, SLIDES	338	21.8
VIDEOTAPES, CLOSED-CIRCUIT TV	325	21.0
FLANNEL BOARD MATERIALS	313	20.2
MODELS	294	19.0
SELF-INSTR./COMPUTER-ASSISTED MTRLS	291	18.8
MAPS, CHARTS, PICTURES, FLASHCARDS	259	16.7
LARGE TYPE PRINT MATERIALS	254	16.4
MAGAZINES, SPECIALIZED COMIC BOOKS	252	16.3
AUDIO FLASHCARDS	227	14.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	182	11.7
BRAILLE MATERIALS	125	8.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PERCEPTUAL/MOTOR DEVELOPMENT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	1193	33.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	1549	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	647	41.8
AVAILABLE MATERIALS TOO COSTLY	217	14.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	207	13.4
AVAILABLE MATERIALS POOR IN QUALITY	142	9.2
INVALID OR NO RESPONSE	336	21.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT RELEVANT TO MY CURRICULUM	522	33.7
INTEREST LEVEL INAPPROPRIATE	499	32.2
NOT ENOUGH REPETITION, REINFORCEMENT	429	27.7
CONCEPT LEVEL INAPPROPRIATE	381	24.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	374	24.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	337	21.8
POOR SEQUENCING OF LEARNING COMPONENTS	290	18.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	132	8.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	101	6.5
LANGUAGE LEVEL NOT UNIFORM	90	5.8
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	623	40.2
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	445	28.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	395	25.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	358	23.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	279	18.0
NO ADAPTIVE EQUIPMENT AVAILABLE	269	17.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	250	16.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	244	15.8
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	241	15.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	224	14.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	195	12.6
INADEQUATE TEACHER DIRECTIONS	107	6.9
REQUIRES TOO MUCH TEACHER TRAINING	86	5.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	376	24.3
POOR DURABILITY	321	20.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	179	11.6
DIFFICULT TO STORE/NOT PORTABLE	122	7.9
DIFFICULT TO OPERATE AND/OR USE	121	7.8
INADEQUATE HEALTH AND SAFETY FEATURES	104	6.7
POOR AUDIO QUALITY	97	6.3
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	96	6.2

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COMMUNICATION DEVELOPMENT -- EXPRESSIVE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	852	24.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	945	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
PRODUCTION OF PHRASES, SENTENCES	204	21.6
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	142	15.0
PRODUCTION OF WORDS	141	14.9
SIGNING/FINGER SPELLING	109	11.5
OTHER COMMUNICATION TECHNIQUES (E.G., WRITING, BRAILLE WRITING, TYPING)	101	10.7
GESTURES/BODY LANGUAGE	58	6.1
CONNECTED SPEECH	56	5.9
PRODUCTION OF ISOLATED SPEECH SOUNDS	50	5.3
VOICE PRODUCTION	44	4.7
SPEECH FLUENCY	27	2.9
TACTILE COMMUNICATION	13	1.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COMMUNICATION DEVELOPMENT -- EXPRESSIVE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	852	24.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	945	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	75	7.9
PRE-SCHOOL	232	24.6
PRIMARY	265	28.0
PRE-ADOLESCENT	162	17.1
ADOLESCENT	133	14.1
YOUNG ADULT	66	7.0
INVALID OR NO RESPONSE	12	1.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	233	24.7
PRE-SCHOOL, AGES 3-4	423	44.8
PRIMARY, GRADES K-3	203	21.5
INTERMEDIATE, GRADES 4-6	40	4.2
JUNIOR HIGH, GRADES 7-9	13	1.4
HIGH SCHOOL, GRADES 10-12	7	0.7
INTERMEDIATE AND BELOW	20	2.1
JUNIOR AND SENIOR HIGH	3	0.3
INVALID OR NO RESPONSE	3	0.3

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	390	41.3
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	273	28.9
MULTIPLY HANDICAPPED	178	18.8
SEVERELY AND PROFOUNDLY HANDICAPPED	101	10.7
INVALID OR NO RESPONSE	3	0.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COMMUNICATION DEVELOPMENT -- EXPRESSIVE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	852	24.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	945	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	100	10.6
3 TO 5	247	26.1
6 TO 10	348	36.8
11 TO 15	119	12.6
16 OR MORE	97	10.3
INVALID OR NO RESPONSE	34	3.6

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 5790 AND 9125 MIDPOINT 7458

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	532	56.3
MANIPULATIVE OBJECTS AND TOOLS	454	48.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	420	44.4
MAPS, CHARTS, PICTURES, FLASHCARDS	380	40.2
FLANNEL BOARD MATERIALS	344	36.4
CASSETTE/REEL-TO-REEL TAPES, RECORDS	294	31.1
MODELS	197	20.8
WORKBOOKS, WORKTEXTS	193	20.4
FILMSTRIPS, SLIDES	182	19.3
FILMS, FILMLOOPS	167	17.7
MULTIMEDIA KITS	157	16.6
AUDIO FLASHCARDS	148	15.7
MAGAZINES, SPECIALIZED COMIC BOOKS	145	15.3
SOUND FILMSTRIPS, SOUND SLIDES	143	15.1
LARGE TYPE PRINT MATERIALS	123	13.0
VIDEOTAPES, CLOSED-CIRCUIT TV	74	7.8
SELF-INSTR./COMPUTER-ASSISTED MTRLS	67	7.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	64	6.8
BRAILLE MATERIALS	11	1.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	434	45.9
GAMES, TOYS, PUZZLES	407	43.1
MULTIMEDIA KITS	367	38.8
MANIPULATIVE OBJECTS AND TOOLS	366	38.7
WORKBOOKS, WORKTEXTS	336	35.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	330	34.9
FILMSTRIPS, SLIDES	298	31.5
SOUND FILMSTRIPS, SOUND SLIDES	298	31.5
FILMS, FILMLOOPS	293	31.0
FLANNEL BOARD MATERIALS	293	31.0
MAPS, CHARTS, PICTURES, FLASHCARDS	273	28.9
AUDIO FLASHCARDS	266	28.1
VIDEOTAPES, CLOSED-CIRCUIT TV	260	27.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	258	27.3
LARGE TYPE PRINT MATERIALS	234	24.8
MODELS	234	24.8
MAGAZINES, SPECIALIZED COMIC BOOKS	218	23.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	156	16.5
BRAILLE MATERIALS	75	7.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COMMUNICATION DEVELOPMENT -- EXPRESSIVE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	852	24.2
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	945	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	359	38.0
DON'T KNOW OF ANY MATERIALS AVAILABLE	157	16.6
AVAILABLE MATERIALS TOO COSTLY	138	14.6
AVAILABLE MATERIALS POOR IN QUALITY	117	12.4
INVALID OR NO RESPONSE	174	18.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	337	35.7
NOT ENOUGH REPETITION, REINFORCEMENT	327	34.6
INTEREST LEVEL INAPPROPRIATE	309	32.7
CONCEPT LEVEL INAPPROPRIATE	273	28.9
NOT RELEVANT TO MY CURRICULUM	253	26.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	241	25.5
POOR SEQUENCING OF LEARNING COMPONENTS	195	20.6
LANGUAGE LEVEL NOT UNIFORM	113	12.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	91	9.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	54	5.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	332	35.1
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	319	33.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	284	30.1
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	228	24.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	198	21.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	173	18.3
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	149	15.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	142	15.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	133	14.1
NO ADAPTIVE EQUIPMENT AVAILABLE	106	11.2
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	81	8.6
REQUIRES TOO MUCH TEACHER TRAINING	76	8.0
INADEQUATE TEACHER DIRECTIONS	63	6.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	219	23.2
POOR DURABILITY	170	18.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	148	15.7
POOR AUDIO QUALITY	67	7.1
DIFFICULT TO OPERATE AND/OR USE	64	6.8
DIFFICULT TO STORE/NOT PORTABLE	44	4.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	34	3.6
INADEQUATE HEALTH AND SAFETY FEATURES	13	1.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPEC
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COMMUNICATION DEVELOPMENT -- RECEPTIVE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	578	16.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	617	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLLSTER

	FREQ.	PCT
LISTENING SKILLS	144	23.3
UNDERSTANDING PHRASES AND SENTENCES	96	15.6
AUDITORY COMPREHENSION	83	13.5
VISUAL DISCRIMINATION	59	9.6
UNDERSTANDING SIGNING/FINGER SPELLING	40	6.5
AUDITORY DISCRIMINATION	39	6.3
UNDERSTANDING CONNECTED SPEECH	36	5.8
ATTENDING TO SOUNDS	29	4.7
AUDITORY SEQUENTIAL MEMORY	26	4.2
UNDERSTANDING GESTURES/BODY LANGUAGE	25	4.1
TACTILE DISCRIMINATION	22	3.6
AWARENESS OF SOUNDS	16	2.6
SPEECH READING	2	0.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COMMUNICATION DEVELOPMENT -- RECEPTIVE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	578	16.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	617	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	49	7.9
PRE-SCHOOL	146	23.7
PRIMARY	181	29.3
PRE-ADOLESCENT	114	18.5
ADOLESCENT	76	12.3
YOUNG ADULT	40	6.5
INVALID OR NO RESPONSE	11	1.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	167	27.1
PRE-SCHOOL, AGES 3-4	244	39.5
PRIMARY, GRADES K-3	151	24.5
INTERMEDIATE, GRADES 4-6	17	2.8
JUNIOR HIGH, GRADES 7-9	5	0.8
HIGH SCHOOL, GRADES 10-12	4	0.6
INTERMEDIATE AND BELOW	16	2.6
JUNIOR AND SENIOR HIGH	5	0.8
INVALID OR NO RESPONSE	8	1.3

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	256	41.5
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	200	32.4
MULTIPLY HANDICAPPED	104	16.9
SEVERELY AND PROFOUNDLY HANDICAPPED	49	7.9
INVALID OR NO RESPONSE	8	1.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COMMUNICATION DEVELOPMENT -- RECEPTIVE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	578	16.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	617	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	33	5.3
3 TO 5	104	16.9
6 TO 10	230	37.3
11 TO 15	108	17.5
16 OR MORE	105	17.0
INVALID OR NO RESPONSE	37	6.0

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 4593 AND 7131 MIDPOINT 5862

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	365	59.2
MANIPULATIVE OBJECTS AND TOOLS	326	52.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	276	44.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	249	40.4
FLANNEL BOARD MATERIALS	238	38.6
MAPS, CHARTS, PICTURES, FLASHCARDS	211	34.2
FILMSTRIPS, SLIDES	164	26.6
FILMS, FILMLOOPS	159	25.8
SOUND FILMSTRIPS, SOUND SLIDES	146	23.7
WORKBOOKS, WORKTEXTS	140	22.7
MULTIMEDIA KITS	124	20.1
MODELS	114	18.5
AUDIO FLASHCARDS	106	17.2
MAGAZINES, SPECIALIZED COMIC BOOKS	101	16.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	83	13.5
LARGE TYPE PRINT MATERIALS	78	12.6
VIDEOTAPES, CLOSED-CIRCUIT TV	56	9.1
SELF-INSTR./COMPUTER-ASSISTED MTRLS	53	8.6
BRAILLE MATERIALS	11	1.8

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	267	43.3
GAMES, TOYS, PUZZLES	264	42.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	228	37.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	226	36.6
MULTIMEDIA KITS	216	35.0
WORKBOOKS, WORKTEXTS	211	34.2
SOUND FILMSTRIPS, SOUND SLIDES	207	33.5
AUDIO FLASHCARDS	190	30.8
FLANNEL BOARD MATERIALS	188	30.5
FILMSTRIPS, SLIDES	177	28.7
FILMS, FILMLOOPS	176	28.5
MAPS, CHARTS, PICTURES, FLASHCARDS	167	27.1
LARGE TYPE PRINT MATERIALS	152	24.6
MAGAZINES, SPECIALIZED COMIC BOOKS	149	24.1
VIDEOTAPES, CLOSED-CIRCUIT TV	145	23.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	144	23.3
MODELS	118	19.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	95	15.4
BRAILLE MATERIALS	56	9.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: COMMUNICATION DEVELOPMENT -- RECEPTIVE

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	578	16.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	617	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	243	39.4
AVAILABLE MATERIALS TOO COSTLY	99	16.0
AVAILABLE MATERIALS POOR IN QUALITY	85	13.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	62	10.0
INVALID OR NO RESPONSE	128	20.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	273	44.2
NOT ENOUGH REPETITION, REINFORCEMENT	258	41.8
INTEREST LEVEL INAPPROPRIATE	237	38.4
CONCEPT LEVEL INAPPROPRIATE	221	35.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	184	29.8
NOT RELEVANT TO MY CURRICULUM	166	26.9
POOR SEQUENCING OF LEARNING COMPONENTS	129	20.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	93	15.1
LANGUAGE LEVEL NOT UNIFORM	89	14.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	40	6.5
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	223	36.1
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	215	34.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	199	32.3
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	179	29.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	163	26.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	118	19.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	104	16.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	103	16.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	100	16.2
NO ADAPTIVE EQUIPMENT AVAILABLE	83	13.5
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	63	10.2
INADEQUATE TEACHER DIRECTIONS	44	7.1
REQUIRES TOO MUCH TEACHER TRAINING	39	6.3
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	189	30.6
POOR DURABILITY	124	20.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	97	15.7
POOR AUDIO QUALITY	78	12.6
DIFFICULT TO OPERATE AND/OR USE	37	6.0
DIFFICULT TO STORE/NOT PORTABLE	31	5.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	30	4.9
INADEQUATE HEALTH AND SAFETY FEATURES	22	3.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATICN

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	525	14.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	640	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
JOB PREPARATION/SKILLS DEVELOPMENT	391	61.1
VOCATIONAL ADJUSTMENT	97	15.2
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	74	11.6
AWARENESS OF PEOPLE AND THEIR WORK	35	5.5
EXPLORATION OF CAREERS	23	3.6
JOB SEEKING/INTERVIEW SKILLS	20	3.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	525	14.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	640	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	0	0.0
PRE-SCHOOL	4	0.6
PRIMARY	22	3.4
PRE-ADOLESCENT	74	11.6
ADOLESCENT	280	43.8
YOUNG ADULT	254	39.7
INVALID OR NO RESPONSE	6	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	5	0.8
PRE-SCHOOL, AGES 3-4	66	10.3
PRIMARY, GRADES K-3	258	40.3
INTERMEDIATE, GRADES 4-6	87	13.6
JUNIOR HIGH, GRADES 7-9	36	5.6
HIGH SCHOOL, GRADES 10-12	67	10.5
INTERMEDIATE AND BELOW	44	6.9
JUNIOR AND SENIOR HIGH	70	10.9
INVALID OR NO RESPONSE	7	1.1

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	470	73.4
MULTIPLY HANDICAPPED	78	12.2
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	68	10.6
SEVERELY AND PROFOUNDLY HANDICAPPED	20	3.1
INVALID OR NO RESPONSE	4	0.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	525	14.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	640	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	42	6.6
3 TO 5	63	9.8
6 TO 10	146	22.8
11 TO 15	146	22.8
16 OR MORE	212	33.1
INVALID OR NO RESPONSE	31	4.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 6105 AND 9349 MIDPOINT 7727

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	324	50.6
FILMSTRIPS, SLIDES	214	33.4
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	207	32.3
GAMES, TOYS, PUZZLES	190	29.7
FILMS, FILMLOOPS	186	29.1
MAPS, CHARTS, PICTURES, FLASHCARDS	176	27.5
WORKBOOKS, WORKTEXTS	157	24.5
SOUND FILMSTRIPS, SOUND SLIDES	140	21.9
MODELS	127	19.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	125	19.5
MAGAZINES, SPECIALIZED COMIC BOOKS	98	15.3
FLANNEL BOARD MATERIALS	88	13.8
MULTIMEDIA KITS	87	13.6
VIDEOTAPES, CLOSED-CIRCUIT TV	68	10.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	55	8.6
AUDIO FLASHCARDS	55	8.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS	51	8.0
LARGE TYPE PRINT MATERIALS	50	7.8
BRAILLE MATERIALS	8	1.3

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	356	55.6
MANIPULATIVE OBJECTS AND TOOLS	342	53.4
FILMS, FILMLOOPS	337	52.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	336	52.5
FILMSTRIPS, SLIDES	333	52.0
MULTIMEDIA KITS	323	50.5
SOUND FILMSTRIPS, SOUND SLIDES	322	50.3
MAGAZINES, SPECIALIZED COMIC BOOKS	281	43.9
GAMES, TOYS, PUZZLES	266	41.6
SELF-INSTR./COMPUTER-ASSISTED MTRLS	256	40.0
VIDEOTAPES, CLOSED-CIRCUIT TV	246	38.4
CASSETTE/REEL-TO-REEL TAPES, RECORDS	227	35.5
MAPS, CHARTS, PICTURES, FLASHCARDS	226	35.3
MODELS	216	33.8
LARGE TYPE PRINT MATERIALS	186	29.1
AUDIO FLASHCARDS	175	27.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	163	25.5
FLANNEL BOARD MATERIALS	134	20.9
BRAILLE MATERIALS	76	11.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	525	14.9
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	640	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	240	37.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	126	19.7
AVAILABLE MATERIALS POOR IN QUALITY	84	13.1
AVAILABLE MATERIALS TOO COSTLY	77	12.0
INVALID OR NO RESPONSE	113	17.7

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	280	43.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	271	42.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	265	41.4
CONCEPT LEVEL INAPPROPRIATE	216	33.8
NOT RELEVANT TO MY CURRICULUM	208	32.5
NOT ENOUGH REPETITION, REINFORCEMENT	208	32.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	103	16.1
POOR SEQUENCING OF LEARNING COMPONENTS	89	13.9
LANGUAGE LEVEL NOT UNIFORM	66	10.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	36	5.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	251	39.2
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	233	36.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	205	32.0
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	168	26.3
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	150	23.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	124	19.4
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	123	19.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	104	16.3
NO ADAPTIVE EQUIPMENT AVAILABLE	102	15.9
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	79	12.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	65	10.2
INADEQUATE TEACHER DIRECTIONS	50	7.8
REQUIRES TOO MUCH TEACHER TRAINING	33	5.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	174	27.2
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	86	13.4
POOR DURABILITY	82	12.8
DIFFICULT TO STORE/NOT PORTABLE	33	5.2
INADEQUATE HEALTH AND SAFETY FEATURES	32	5.0
POOR AUDIO QUALITY	26	4.1
DIFFICULT TO OPERATE AND/OR USE	23	3.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	19	3.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	507	14.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	585	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
USE OF MONEY	187	32.0
MEANINGFUL COUNTING	107	18.3
TIME TELLING	84	14.4
NUMERAL RECOGNITION	59	10.1
SIMPLE COMPUTATION	58	9.9
MATHEMATICS PROBLEM SOLVING	31	5.3
ONE-TO-ONE CORRESPONDENCE AND INEQUALITIES	22	3.8
SET CONCEPTS IN MATHEMATICS	10	1.7
SHAPE DISCRIMINATION	10	1.7
ROTE COUNTING	9	1.5
NUMERAL WRITING	8	1.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	507	14.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	585	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	0	0.0
PRE-SCHOOL	38	6.5
PRIMARY	138	23.6
PRE-ADOLESCENT	144	24.6
ADOLESCENT	166	28.4
YOUNG ADULT	89	15.2
INVALID OR NO RESPONSE	10	1.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	6	1.0
PRE-SCHOOL, AGES 3-4	118	20.2
PRIMARY, GRADES K-3	339	57.9
INTERMEDIATE, GRADES 4-6	56	9.6
JUNIOR HIGH, GRADES 7-9	19	3.2
HIGH SCHOOL, GRADES 10-12	7	1.2
INTERMEDIATE AND BELOW	18	3.1
JUNIOR AND SENIOR HIGH	14	2.4
INVALID OR NO RESPONSE	8	1.4

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	462	79.0
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	66	11.3
MULTIPLY HANDICAPPED	47	8.0
SEVERELY AND PROFOUNDLY HANDICAPPED	4	0.7
INVALID OR NO RESPONSE	6	1.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	507	14.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	585	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	16	2.7
3 TO 5	82	14.0
6 TO 10	221	37.8
11 TO 15	142	24.3
16 OR MORE	96	16.4
INVALID OR NO RESPONSE	28	4.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 4686 AND 7182 MIDPOINT 5934

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	393	67.2
MANIPULATIVE OBJECTS AND TOOLS	343	58.6
WORKBOOKS, WORKTEXTS	315	53.8
MAPS, CHARTS, PICTURES, FLASHCARDS	286	48.9
FLANNEL BOARD MATERIALS	235	40.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	210	35.9
MODELS	147	25.1
FILMSTRIPS, SLIDES	123	21.0
LARGE TYPE PRINT MATERIALS	108	18.5
AUDIO FLASHCARDS	98	16.8
FILMS, FILMLOOPS	91	15.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	89	15.2
SOUND FILMSTRIPS, SOUND SLIDES	80	13.7
MAGAZINES, SPECIALIZED COMIC BOOKS	63	10.8
SELF-INSTR./COMPUTER-ASSISTED MTRLS	58	9.9
MULTIMEDIA KITS	57	9.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	48	8.2
VIDEOTAPES, CLOSED-CIRCUIT TV	38	6.5
BRAILLE MATERIALS	9	1.5

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	365	62.4
GAMES, TOYS, PUZZLES	283	48.4
MANIPULATIVE OBJECTS AND TOOLS	265	45.3
MULTIMEDIA KITS	246	42.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	240	41.0
FILMSTRIPS, SLIDES	221	37.8
SOUND FILMSTRIPS, SOUND SLIDES	210	35.9
LARGE TYPE PRINT MATERIALS	209	35.7
AUDIO FLASHCARDS	206	35.2
MAPS, CHARTS, PICTURES, FLASHCARDS	205	35.0
SELF-INSTR./COMPUTER-ASSISTED MTRLS	197	33.7
FILMS, FILMLOOPS	196	33.5
FLANNEL BOARD MATERIALS	188	32.1
MAGAZINES, SPECIALIZED COMIC BOOKS	182	31.1
CASSETTE/REEL-TO-REEL TAPES, RECORDS	176	30.1
MODELS	153	26.2
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	131	22.4
VIDEOTAPES, CLOSED-CIRCUIT TV	124	21.2
BRAILLE MATERIALS	51	8.7

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: MATHEMATICS SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	507	14.4
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	585	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	260	44.4
AVAILABLE MATERIALS POOR IN QUALITY	103	17.6
AVAILABLE MATERIALS TOO COSTLY	72	12.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	38	6.5
INVALID OR NO RESPONSE	112	19.1

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	353	60.3
INTEREST LEVEL INAPPROPRIATE	248	42.4
CONCEPT LEVEL INAPPROPRIATE	194	33.2
POOR SEQUENCING OF LEARNING COMPONENTS	166	28.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	149	25.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	148	25.3
NOT RELEVANT TO MY CURRICULUM	122	20.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	67	11.5
LANGUAGE LEVEL NOT UNIFORM	62	10.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	45	7.7
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	279	47.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	226	38.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	198	33.8
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	178	30.4
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	177	30.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	127	21.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	126	21.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	70	12.0
NO ADAPTIVE EQUIPMENT AVAILABLE	64	10.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	54	9.2
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	44	7.5
INADEQUATE TEACHER DIRECTIONS	33	5.6
REQUIRES TOO MUCH TEACHER TRAINING	27	4.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	185	31.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	127	21.7
POOR DURABILITY	111	19.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	32	5.5
DIFFICULT TO OPERATE AND/OR USE	29	5.0
POOR AUDIO QUALITY	22	3.8
DIFFICULT TO STORE/NOT PORTABLE	12	2.1
INADEQUATE HEALTH AND SAFETY FEATURES	9	1.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS/READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	441	12.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	486	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
READING VOCABULARY DEVELOPMENT	117	24.1
WHOLE WORD RECOGNITION AND DISCRIMINATION AS A READING SKILL	114	23.5
WORD ATTACK SKILLS	87	17.9
LETTER RECOGNITION AND DISCRIMINATION AS A READING SKILL	82	16.9
ORAL READING SKILLS	57	11.7
LEFT-RIGHT PROGRESSION AS A READING SKILL	27	5.6
BRAILLE USAGE FOR READING	2	0.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS/READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	441	12.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	486	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	2	0.4
PRE-SCHOOL	34	7.0
PRIMARY	144	29.6
PRE-ADOLESCENT	136	28.0
ADOLESCENT	110	22.6
YOUNG ADULT	51	10.5
INVALID OR NO RESPONSE	9	1.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	3	0.6
PRE-SCHOOL, AGES 3-4	94	19.3
PRIMARY, GRADES K-3	274	56.4
INTERMEDIATE, GRADES 4-6	52	10.7
JUNIOR HIGH, GRADES 7-9	21	4.3
HIGH SCHOOL, GRADES 10-12	7	1.4
INTERMEDIATE AND BELOW	21	4.3
JUNIOR AND SENIOR HIGH	6	1.2
INVALID OR NO RESPONSE	8	1.6

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	347	71.4
MULTIPLY HANDICAPPED	71	14.6
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	54	11.1
SEVERELY AND PROFOUNDLY HANDICAPPED	6	1.2
INVALID OR NO RESPONSE	8	1.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS/READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	441	12.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	486	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	28	5.8
3 TO 5	72	14.8
6 TO 10	167	34.4
11 TO 15	99	20.4
16 OR MORE	90	18.5
INVALID OR NO RESPONSE	30	6.2

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 3775 AND 5821 MIDPOINT 4798

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	323	66.5
MAPS, CHARTS, PICTURES, FLASHCARDS	288	59.3
WORKBOOKS, WORKTEXTS	286	58.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	262	53.9
FLANNEL BOARD MATERIALS	210	43.2
MANIPULATIVE OBJECTS AND TOOLS	201	41.4
CASSETTE/REEL-TO-REEL TAPES, RECORDS	161	33.1
AUDIO FLASHCARDS	146	30.0
LARGE TYPE PRINT MATERIALS	143	29.4
MAGAZINES, SPECIALIZED COMIC BOOKS	136	28.0
FILMSTRIPS, SLIDES	132	27.2
MULTIMEDIA KITS	94	19.3
FILMS, FILMLOOPS	92	18.9
SOUND FILMSTRIPS, SOUND SLIDES	85	17.5
MODELS	83	17.1
SELF-INSTR./COMPUTER-ASSISTED MTRLS	61	12.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	56	11.5
VIDEOTAPES, CLOSED-CIRCUIT TV	44	9.1
BRAILLE MATERIALS	6	1.2

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	282	58.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	227	46.7
GAMES, TOYS, PUZZLES	206	42.4
MULTIMEDIA KITS	187	38.5
MAGAZINES, SPECIALIZED COMIC BOOKS	183	37.7
AUDIO FLASHCARDS	178	36.6
LARGE TYPE PRINT MATERIALS	175	36.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	172	35.4
MAPS, CHARTS, PICTURES, FLASHCARDS	172	35.4
SOUND FILMSTRIPS, SOUND SLIDES	167	34.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	167	34.4
FILMSTRIPS, SLIDES	166	34.2
MANIPULATIVE OBJECTS AND TOOLS	153	31.5
FLANNEL BOARD MATERIALS	140	28.8
FILMS, FILMLOOPS	137	28.2
VIDEOTAPES, CLOSED-CIRCUIT TV	131	27.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	122	25.1
MODELS	98	20.2
BRAILLE MATERIALS	41	8.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: LANGUAGE ARTS/READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	441	12.5
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	486	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	196	40.3
AVAILABLE MATERIALS TOO COSTLY	99	20.4
AVAILABLE MATERIALS POOR IN QUALITY	75	15.4
DON'T KNOW OF ANY MATERIALS AVAILABLE	39	8.0
INVALID OR NO RESPONSE	77	15.8

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	253	52.1
INTEREST LEVEL INAPPROPRIATE	210	43.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	191	39.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	157	32.3
CONCEPT LEVEL INAPPROPRIATE	129	26.5
NOT RELEVANT TO MY CURRICULUM	98	20.2
POOR SEQUENCING OF LEARNING COMPONENTS	93	19.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	80	16.5
LANGUAGE LEVEL NOT UNIFORM	73	15.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	32	6.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	242	49.8
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	167	34.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	164	33.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	156	32.1
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	144	29.6
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	123	25.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	95	19.5
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	83	17.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	56	11.5
NO ADAPTIVE EQUIPMENT AVAILABLE	51	10.5
REQUIRES TOO MUCH TEACHER TRAINING	39	8.0
INADEQUATE TEACHER DIRECTIONS	38	7.8
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	37	7.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	170	35.0
POOR DURABILITY	96	19.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	95	19.5
POOR AUDIO QUALITY	27	5.6
DIFFICULT TO OPERATE AND/OR USE	27	5.6
DIFFICULT TO STORE/NOT PORTABLE	20	4.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	19	3.9
INADEQUATE HEALTH AND SAFETY FEATURES	8	1.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANCICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PHYSICAL EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	199	5.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	258	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER	FREQ.	PCT
LOCOMOTOR SKILLS/MOBILITY	98	38.0
PHYSICAL DEVELOPMENT (E.G., AGILITY, ENDURANCE)	89	34.5
SPORTS AND GAMES	36	14.0
OBJECT CONTROL SKILLS (E.G., CATCH, BOUNCE)	35	13.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PHYSICAL EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	199	5.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	258	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	11	4.3
PRE-SCHOOL	37	14.3
PRIMARY	59	22.9
PRE-ADOLESCENT	55	21.3
ADOLESCENT	58	22.5
YOUNG ADULT	36	14.0
INVALID OR NO RESPONSE	2	0.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	37	14.3
PRE-SCHOOL, AGES 3-4	78	30.2
PRIMARY, GRADES K-3	80	31.0
INTERMEDIATE, GRADES 4-6	29	11.2
JUNIOR HIGH, GRADES 7-9	10	3.9
HIGH SCHOOL, GRADES 10-12	9	3.5
INTERMEDIATE AND BELOW	10	3.9
JUNIOR AND SENIOR HIGH	4	1.6
INVALID OR NO RESPONSE	1	0.4

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	147	57.0
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	61	23.6
MULTIPLY HANDICAPPED	34	13.2
SEVERELY AND PROFOUNDLY HANDICAPPED	12	4.7
INVALID OR NO RESPONSE	4	1.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PHYSICAL EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	199	5.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	258	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	9	3.5
3 TO 5	28	10.9
6 TO 10	63	24.4
11 TO 15	39	15.1
16 OR MORE	109	42.2
INVALID OR NO RESPONSE	10	3.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 2644 AND 4098 MIDPOINT 3371

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	147	57.0
MANIPULATIVE OBJECTS AND TOOLS	137	53.1
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	117	45.3
CASSETTE/REEL-TO-REEL TAPES, RECORDS	74	28.7
FILMS, FILMLOOPS	43	16.7
FLANNEL BOARD MATERIALS	40	15.5
FILMSTRIPS, SLIDES	37	14.3
MODELS	35	13.6
MAPS, CHARTS, PICTURES, FLASHCARDS	34	13.2
WORKBOOKS, WORKTEXTS	31	12.0
MAGAZINES, SPECIALIZED COMIC BOOKS	21	8.1
VIDEOTAPES, CLOSED-CIRCUIT TV	20	7.8
SELF-INSTR./COMPUTER-ASSISTED MTRLS	20	7.8
MULTIMEDIA KITS	18	7.0
SOUND FILMSTRIPS, SOUND SLIDES	17	6.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	13	5.0
AUDIO FLASHCARDS	11	4.3
LARGE TYPE PRINT MATERIALS	7	2.7
BRAILLE MATERIALS	1	0.4

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	103	39.9
GAMES, TOYS, PUZZLES	96	37.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	95	36.8
FILMSTRIPS, SLIDES	85	32.9
FILMS, FILMLOOPS	84	32.6
SOUND FILMSTRIPS, SOUND SLIDES	75	29.1
CASSETTE/REEL-TO-REEL TAPES, RECORDS	70	27.1
VIDEOTAPES, CLOSED-CIRCUIT TV	67	26.0
MULTIMEDIA KITS	60	23.3
MAGAZINES, SPECIALIZED COMIC BOOKS	59	22.9
MAPS, CHARTS, PICTURES, FLASHCARDS	56	21.7
WORKBOOKS, WORKTEXTS	55	21.3
LARGE TYPE PRINT MATERIALS	53	20.5
MODELS	50	19.4
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	44	17.1
FLANNEL BOARD MATERIALS	42	16.3
AUDIO FLASHCARDS	41	15.9
SELF-INSTR./COMPUTER-ASSISTED MTRLS	39	15.1
BRAILLE MATERIALS	28	10.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: PHYSICAL EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	199	5.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	258	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	101	39.1
AVAILABLE MATERIALS TOO COSTLY	56	21.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	30	11.6
AVAILABLE MATERIALS POOR IN QUALITY	24	9.3
INVALID OR NO RESPONSE	47	18.2

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	81	31.4
INTEREST LEVEL INAPPROPRIATE	75	29.1
NOT RELEVANT TO MY CURRICULUM	69	26.7
CONCEPT LEVEL INAPPROPRIATE	57	22.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	52	20.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	40	15.5
POOR SEQUENCING OF LEARNING COMPONENTS	36	14.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	26	10.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	18	7.0
LANGUAGE LEVEL NOT UNIFORM	13	5.0
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	105	40.7
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	72	27.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	65	25.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	64	24.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	54	20.9
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	49	19.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	42	16.3
NO ADAPTIVE EQUIPMENT AVAILABLE	41	15.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	35	13.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	32	12.4
INADEQUATE TEACHER DIRECTIONS	27	10.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	26	10.1
REQUIRES TOO MUCH TEACHER TRAINING	18	7.0
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	46	17.8
DIFFICULT TO STORE/NOT PORTABLE	40	15.5
POOR DURABILITY	36	14.0
DIFFICULT TO OPERATE AND/OR USE	20	7.8
INADEQUATE HEALTH AND SAFETY FEATURES	17	6.6
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	16	6.2
POOR AUDIO QUALITY	13	5.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	11	4.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: FINE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	96	2.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	116	

DISTRIBUTION OF CURRICULUM AREAS WITHIN CLUSTER

	FREQ.	PCT
SKILL DEVELOPMENT IN ARTS AND CRAFTS	61	52.6
APPRECIATION OF ARTS, CRAFTS, MUSIC	33	28.4
SKILL DEVELOPMENT IN MUSIC	22	19.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: FINE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	96	2.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	116	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	4	3.4
PRE-SCHOOL	15	12.9
PRIMARY	18	15.5
PRE-ADOLESCENT	18	15.5
ADOLESCENT	41	35.3
YOUNG ADULT	19	16.4
INVALID OR NO RESPONSE	1	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	7	6.0
PRE-SCHOOL, AGES 3-4	34	29.3
PRIMARY, GRADES K-3	39	33.6
INTERMEDIATE, GRADES 4-6	14	12.1
JUNIOR HIGH, GRADES 7-9	9	7.8
HIGH SCHOOL, GRADES 10-12	2	1.7
INTERMEDIATE AND BELOW	5	4.3
JUNIOR AND SENIOR HIGH	5	4.3
INVALID OR NO RESPONSE	1	0.9

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	70	60.3
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	30	25.9
MULTIPLY HANDICAPPED	10	8.6
SEVERELY AND PROFOUNDLY HANDICAPPED	6	5.2
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: FINE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	96	2.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	116	

Q1 APPPOXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	4	3.4
3 TO 5	8	6.9
6 TO 10	20	17.2
11 TO 15	15	12.9
16 OR MORE	65	56.0
INVALID OR NO RESPONSE	4	3.4

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THIS PRIORITY AREA: BETWEEN 1353 AND 2098 MIDPOINT 1726

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THIS PRIORITY AREA, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	58	50.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	54	46.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	38	32.8
GAMES, TOYS, PUZZLES	38	32.8
MAGAZINES, SPECIALIZED COMIC BOOKS	30	25.9
MODELS	29	25.0
MAPS, CHARTS, PICTURES, FLASHCARDS	27	23.3
FLANNEL BOARD MATERIALS	23	19.8
FILMS, FILMLOOPS	17	14.7
WORKBOOKS, WORKTEXTS	13	11.2
LARGE TYPE PRINT MATERIALS	13	11.2
FILMSTRIPS, SLIDES	13	11.2
MULTIMEDIA KITS	13	11.2
SOUND FILMSTRIPS, SOUND SLIDES	12	10.3
AUDIO FLASHCARDS	12	10.3
VIDEOTAPES, CLOSED-CIRCUIT TV	11	9.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	7	6.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	6	5.2
BRAILLE MATERIALS	0	0.0

Q2B FOR THIS PRIORITY AREA, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	64	55.2
FILMSTRIPS, SLIDES	55	47.4
SOUND FILMSTRIPS, SOUND SLIDES	52	44.8
MANIPULATIVE OBJECTS AND TOOLS	52	44.8
GAMES, TOYS, PUZZLES	50	43.1
FILMS, FILMLOOPS	47	40.5
MULTIMEDIA KITS	46	39.7
CASSETTE/REEL-TO-REEL TAPES, RECORDS	44	37.9
WORKBOOKS, WORKTEXTS	42	36.2
MAPS, CHARTS, PICTURES, FLASHCARDS	41	35.3
MAGAZINES, SPECIALIZED COMIC BOOKS	39	33.6
LARGE TYPE PRINT MATERIALS	36	31.0
MODELS	33	28.4
VIDEOTAPES, CLOSED-CIRCUIT TV	33	28.4
FLANNEL BOARD MATERIALS	31	26.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	30	25.9
SELF-INSTR./COMPUTER-ASSISTED MTRLS	29	25.0
AUDIO FLASHCARDS	25	21.6
BRAILLE MATERIALS	11	9.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM CLUSTER AREA: FINE ARTS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY CLUSTER	96	2.7
TOTAL RESPONSES TO THIS PRIORITY CLUSTER	116	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THIS PRIORITY AREA

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	38	32.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	22	19.0
AVAILABLE MATERIALS POOR IN QUALITY	15	12.9
AVAILABLE MATERIALS TOO COSTLY	14	12.1
INVALID OR NO RESPONSE	27	23.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	51	44.0
NOT RELEVANT TO MY CURRICULUM	42	36.2
CONCEPT LEVEL INAPPROPRIATE	36	31.0
NOT ENOUGH REPETITION, REINFORCEMENT	31	26.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	30	25.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	26	22.4
POOR SEQUENCING OF LEARNING COMPONENTS	16	13.8
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	14	12.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	8	6.9
LANGUAGE LEVEL NOT UNIFORM	7	6.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	54	46.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	37	31.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	32	27.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	26	22.4
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	26	22.4
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	25	21.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	19	16.4
NO ADAPTIVE EQUIPMENT AVAILABLE	15	12.9
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	13	11.2
INADEQUATE TEACHER DIRECTIONS	13	11.2
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	10	8.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	10	8.6
REQUIRES TOO MUCH TEACHER TRAINING	6	5.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	24	20.7
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	19	16.4
POOR DURABILITY	14	12.1
POOR AUDIO QUALITY	9	7.8
DIFFICULT TO OPERATE AND/OR USE	9	7.8
DIFFICULT TO STORE/NOT PORTABLE	5	4.3
INADEQUATE HEALTH AND SAFETY FEATURES	4	3.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	3	2.6

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION F. ANALYSIS OF THE PRIORITY-RELATED QUESTIONS FOR ALL CURRICULUM AREAS COMBINED

SUBSECTION F CONTAINS THE SAME TYPE OF THREE-PAGE ANALYSIS FOR ALL CURRICULUM AREAS COMBINED AS DOES SUBSECTION D FOR INDIVIDUAL CURRICULUM AREAS.

THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* IT APPEARS OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THESE QUESTIONS.

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THE ABOVE RESPONDENT POPULATION MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE MOST CRITICAL. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS RESPONDENT POPULATION.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THIS POPULATION OF TEACHERS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT. THAT IS, IT IS ESTIMATED THAT THE MATERIALS NEEDS OF ABOUT 102,323 STUDENTS IN THESE HANDICAP AREAS (OR SOMEWHERE BETWEEN 80,224 AND 124,421) ARE REPRESENTED BY THE MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE ABOVE RESPONDENT POPULATION.

*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE RESPONDENT POPULATION (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS RESPONDENT POPULATION. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	10173	96.4
TOTAL NUMBER OF RESPONSES POSSIBLE	10557	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	823	8.1
PRE-SCHOOL	1726	17.0
PRIMARY	2127	20.9
PRE-ADOLESCENT	1728	17.0
ADOLESCENT	2240	22.0
YOUNG ADULT	1401	13.8
INVALID OR NO RESPONSE	128	1.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	2171	21.3
PRE-SCHOOL, AGES 3-4	3097	30.4
PRIMARY, GRADES K-3	3131	30.8
INTERMEDIATE, GRADES 4-6	616	6.1
JUNIOR HIGH, GRADES 7-9	226	2.2
HIGH SCHOOL, GRADES 10-12	234	2.3
INTERMEDIATE AND BELOW	325	3.2
JUNIOR AND SENIOR HIGH	269	2.6
INVALID OR NO RESPONSE	104	1.0

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	4982	49.0
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	2808	27.6
MULTIPLY HANDICAPPED	1381	13.6
SEVERELY AND PROFOUNDLY HANDICAPPED	906	8.9
INVALID OR NO RESPONSE	96	0.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	10173	96.4
TOTAL NUMBER OF RESPONSES POSSIBLE	10557	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	568	5.6
3 TO 5	1720	16.9
6 TO 10	3486	34.3
11 TO 15	1780	17.5
16 OR MORE	2125	20.9
INVALID OR NO RESPONSE	494	4.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 80224 AND 124421 MIDPOINT 102323

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	5335	52.4
MANIPULATIVE OBJECTS AND TOOLS	5134	50.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	3971	39.0
MAPS, CHARTS, PICTURES, FLASHCARDS	3199	31.4
FLANNEL BOARD MATERIALS	2992	29.4
CASSETTE/REEL-TO-REEL TAPES, RECORDS	2672	26.3
FILMSTRIPS, SLIDES	2644	26.0
FILMS, FILMLOOPS	2274	22.4
WORKBOOKS, WORKTEXTS	2250	22.1
MODELS	1921	18.9
SOUND FILMSTRIPS, SOUND SLIDES	1843	18.1
MAGAZINES, SPECIALIZED COMIC BOOKS	1619	15.9
MULTIMEDIA KITS	1377	13.5
LARGE TYPE PRINT MATERIALS	1201	11.8
AUDIO FLASHCARDS	1124	11.0
VIDEOTAPES, CLOSED-CIRCUIT TV	882	8.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	786	7.7
SELF-INSTR./COMPUTER-ASSISTED MTRLS	741	7.3
BRAILLE MATERIALS	128	1.3

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	4501	44.2
GAMES, TOYS, PUZZLES	4490	44.1
MANIPULATIVE OBJECTS AND TOOLS	4469	43.9
WORKBOOKS, WORKTEXTS	3995	39.3
MULTIMEDIA KITS	3732	36.7
FILMSTRIPS, SLIDES	3677	36.1
FILMS, FILMLOOPS	3650	35.9
SOUND FILMSTRIPS, SOUND SLIDES	3619	35.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	3325	32.7
MAGAZINES, SPECIALIZED COMIC BOOKS	3068	30.2
MAPS, CHARTS, PICTURES, FLASHCARDS	2934	28.8
VIDEOTAPES, CLOSED-CIRCUIT TV	2923	28.7
FLANNEL BOARD MATERIALS	2834	27.9
SELF-INSTR./COMPUTER-ASSISTED MTRLS	2683	26.4
MODELS	2658	26.1
LARGE TYPE PRINT MATERIALS	2585	25.4
AUDIO FLASHCARDS	2493	24.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1969	19.4
BRAILLE MATERIALS	952	9.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	10173	96.4
TOTAL NUMBER OF RESPONSES POSSIBLE	10557	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	4037	39.7
DON'T KNOW OF ANY MATERIALS AVAILABLE	1619	15.9
AVAILABLE MATERIALS POOR IN QUALITY	1356	13.3
AVAILABLE MATERIALS TOO COSTLY	1236	12.1
INVALID OR NO RESPONSE	1925	18.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	3879	38.1
NOT ENOUGH REPETITION, REINFORCEMENT	3657	35.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	3375	33.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	3067	30.1
CONCEPT LEVEL INAPPROPRIATE	3048	30.0
NOT RELEVANT TO MY CURRICULUM	2850	28.0
POOR SEQUENCING OF LEARNING COMPONENTS	1782	17.5
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	1351	13.3
LANGUAGE LEVEL NOT UNIFORM	981	9.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	631	6.2
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	3668	36.1
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	3560	35.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	2823	27.7
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	2739	26.9
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	2347	23.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	1736	17.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	1599	15.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	1564	15.4
NO ADAPTIVE EQUIPMENT AVAILABLE	1388	13.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	1341	13.2
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	1071	10.5
INADEQUATE TEACHER DIRECTIONS	707	6.9
REQUIRES TOO MUCH TEACHER TRAINING	577	5.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	2803	27.6
POOR DURABILITY	1722	16.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	1462	14.4
POOR AUDIO QUALITY	618	6.1
DIFFICULT TO OPERATE AND/OR USE	579	5.7
DIFFICULT TO STORE/NOT PORTABLE	493	4.8
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	444	4.4
INADEQUATE HEALTH AND SAFETY FEATURES	386	3.8

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION G. DISTRIBUTION OF STUDENT CHARACTERISTICS FOR WHICH THE HIGHEST PRIORITY MATERIALS NEEDS EXIST

RECALL THAT THE CURRICULUM AREA PRIORITIES WERE CHOSEN IN CONJUNCTION WITH CERTAIN STUDENT CHARACTERISTICS WHICH DESCRIBED THE TYPE OF STUDENTS FOR WHICH MATERIALS NEEDS WERE MOST CRITICAL. ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE RESPONDENT POPULATION INDICATED ABOVE, THESE STUDENT CHARACTERISTICS WERE INTEREST LEVEL, FUNCTIONAL LEVEL, AND HANDICAP AREA. IN THE ANALYSES CONTAINED IN SUBSECTION D, WHERE EACH HIGH PRIORITY CURRICULUM AREA WAS EXPLORED IN DEPTH, THE PREDOMINANT LEVELS OF EACH STUDENT CHARACTERISTIC ASSOCIATED WITH THAT CURRICULUM AREA WERE IDENTIFIED.

SUBSECTION G BEGINS AN IN-DEPTH EXAMINATION OF THE STUDENT CHARACTERISTICS THEMSELVES, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. IT PRESENTS THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO PRIORITIZED MATERIALS NEEDS FOR EACH INTEREST LEVEL, FUNCTIONAL LEVEL, AND HANDICAP AREA OF STUDENT. THUS, SUBSECTION G MAY BE REGARDED AS AN OVERVIEW OF THE KINDS OF STUDENTS, CLASSIFIED BY THESE CHARACTERISTICS, FOR WHOM MATERIALS DEVELOPMENT IS PERCEIVED AS MOST CRITICAL BY THIS POPULATION OF TEACHERS.*

THIS OVERVIEW PROVIDES A FRAMEWORK FOR THE NEXT TWO SUBSECTIONS (H AND J), IN WHICH MATERIALS PRIORITIES FOR SUBGROUPS OF STUDENTS CLASSIFIED BY DIFFERENT INTEREST LEVELS AND BY DIFFERENT HANDICAP AREAS ARE DETAILED AND ANALYZED.

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*IN THIS SENSE, IT MAY BE REGARDED AS AN ADJUNCTIVE ANALYSIS TO THAT CONTAINED ON PAGE 1 OF THE THREE-PAGE ANALYSIS PRESENTED IN SUBSECTION F. IT DIFFERS FROM THE SUBSECTION F ANALYSIS IN THAT THE LATTER PRESENTS THE FREQUENCY OF RESPONSES TO THE STUDENT CHARACTERISTICS, WHILE THE SUBSECTION G ANALYSIS IS BASED ON THE FREQUENCY OF RESPONDENTS CHOOSING THESE CHARACTERISTICS.

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF STUDENT CHARACTERISTICS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

RESPONDENTS CHOOSING THIS INTEREST LEVEL

INTEREST LEVEL	FREQ.	PCT
INFANT	410	11.7
PRE-SCHOOL	824	23.4
PRIMARY	992	28.2
PRE-ADOLESCENT	831	23.6
ADOLESCENT	969	27.5
YOUNG ADULT	574	16.3
INVALID OR NO RESPONSE	64	1.8

RESPONDENTS CHOOSING THIS FUNCTIONAL LEVEL

FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	974	27.7
PRE-SCHOOL, AGES 3-4	1403	39.9
PRIMARY, GRADES K-3	1336	38.0
INTERMEDIATE, GRADES 4-6	334	9.5
JUNIOR HIGH, GRADES 7-9	120	3.4
HIGH SCHOOL, GRADES 10-12	101	2.9
INTERMEDIATE AND BELOW	133	3.8
JUNIOR AND SENIOR HIGH	119	3.4
INVALID OR NO RESPONSE	49	1.4

RESPONDENTS CHOOSING THIS HANDICAP AREA

HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	1869	53.1
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	1167	33.2
MULTIPLY HANDICAPPED	634	18.0
SEVERELY AND PROFOUNDLY HANDICAPPED	419	11.9
INVALID OR NO RESPONSE	46	1.3

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION H. CURRICULUM AREA ANALYSES FOR STUDENT INTEREST LEVEL

SUBSECTION H PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS FOR STUDENTS AT DIFFERENT INTEREST LEVELS, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. FOR PURPOSES OF THIS ANALYSIS, THE SIX INTEREST LEVELS CONTAINED ON THE FOLD-IN SHEET OF THE QUESTIONNAIRE FOR THE ABOVE RESPONDENT POPULATION WERE COLLAPSED INTO TWO CATEGORIES OF INTEREST LEVELS:

INTEREST LEVELS: PRE-ADOLESCENT AND BELOW
INTEREST LEVELS: ADOLESCENT AND YOUNG ADULT

THESE TWO CATEGORIES ARE ANALYZED SEPARATELY IN THIS SUBSECTION. IN EACH CASE, THE INTEREST LEVEL CATEGORY IS INDICATED JUST BELOW THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF THE PAGE. THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING MATERIALS NEEDS FOR STUDENTS IN THIS INTEREST LEVEL CATEGORY APPEAR DIRECTLY TO ITS RIGHT. BELOW THE NUMBER OF RESPONDENTS APPEARS THE NUMBER OF RESPONSES TO THIS INTEREST LEVEL CATEGORY. RECALL THAT, BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES,* THE NUMBER OF RESPONSES MAY BE GREATER THAN THE NUMBER OF RESPONDENTS.

THE ANALYSIS FOR EACH OF THESE INTEREST LEVEL CATEGORIES CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN FOR THE GIVEN INTEREST LEVEL CATEGORY, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING THAT CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS CHOOSING THIS INTEREST LEVEL CATEGORY.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS LIKE THAT PRESENTED FOR PRIORITIZED CURRICULUM AREAS IN SUBSECTION D. ON PAGE 1 OF THIS ANALYSIS IS A DISTRIBUTION OF RESPONSES TO THE INTEREST LEVELS WITHIN THE GIVEN INTEREST LEVEL CATEGORY AND TO THE OTHER CHARACTERISTICS FOR STUDENTS IN THIS INTEREST LEVEL CATEGORY.

PAGES 2-3 CONTAIN THE RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS AS THEY PERTAIN TO MATERIALS NEEDS FOR THE GIVEN INTEREST LEVEL CATEGORY. ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE FREQUENCY OF RESPONSES TO THIS INTEREST LEVEL CATEGORY.

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*A GIVEN RESPONDENT MIGHT (AND OFTEN DID) CHOOSE THREE DIFFERENT CURRICULUM AREAS, BUT WITH TWO OR EVEN ALL THREE OF THEM FOR STUDENTS AT THE SAME INTEREST LEVEL--A REASONABLE EXPECTATION SINCE MANY RESPONDENTS DEAL WITH A RESTRICTED RANGE OF STUDENTS.

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

INTEREST LEVELS: PRE-ADOLESCENT AND BELOW

	FREQ.	PCT
RESPONDENTS CHOOSING THESE INTEREST LEVELS	2328	66.2
TOTAL RESPONSES TO THESE INTEREST LEVELS	6404	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

RESPONDENTS CHOOSING THIS CURRICULUM AREA

	FREQ.	PCT
ATTENDING/RESPONDING	629	27.0
DRESSING, GROOMING AND PERSONAL HYGIENE	383	16.5
APPROPRIATE RESPONSE TO OTHERS	274	11.8
FINE MOTOR DEVELOPMENT	269	11.6
GROSS MOTOR DEVELOPMENT	255	11.0
APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL	216	9.3
BASIC SENSORY AWARENESS	214	9.2
FEEDING AND EATING	205	8.8
TOILETING	190	8.2
CONCEPT DEVELOPMENT/GENERALIZATION	187	8.0
PRODUCTION OF PHRASES, SENTENCES	159	6.8
SENSORY MOTOR INTEGRATION	141	6.1
MOTOR IMPULSE CONTROL (E.G., STEREOTYPED MOVEMENTS, SELF ABUSE)	131	5.6
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	125	5.4
SOCIAL INTERACTION	121	5.2
LISTENING SKILLS	118	5.1
PRODUCTION OF WORDS	117	5.0
SELF-EXPRESSION	112	4.8
BODY AWARENESS	95	4.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

INTEREST LEVELS: PRE-ADOLESCENT AND BELOW

	FREQ.	PCT
RESPONDENTS CHOOSING THESE INTEREST LEVELS	2328	66.2
TOTAL RESPONSES TO THESE INTEREST LEVELS	6404	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	823	12.9
PRE-SCHOOL	1726	27.0
PRIMARY	2127	33.2
PRE-ADOLESCENT	1728	27.0
ADOLESCENT	0	0.0
YOUNG ADULT	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1761	27.5
PRE-SCHOOL, AGES 3-4	2393	37.4
PRIMARY, GRADES K-3	1783	27.8
INTERMEDIATE, GRADES 4-6	263	4.1
JUNIOR HIGH, GRADES 7-9	39	0.6
HIGH SCHOOL, GRADES 10-12	11	0.2
INTERMEDIATE AND BELOW	122	1.9
JUNIOR AND SENIOR HIGH	6	0.1
INVALID OR NO RESPONSE	26	0.4

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	2840	44.3
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	1837	28.7
MULTIPLY HANDICAPPED	1006	15.7
SEVERELY AND PROFOUNDLY HANDICAPPED	680	10.6
INVALID OR NO RESPONSE	41	0.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

INTEREST LEVELS: PRE-ADOLESCENT AND BELOW

	FREQ.	PCT
RESPONDENTS CHOOSING THESE INTEREST LEVELS	2328	66.2
TOTAL RESPONSES TO THESE INTEREST LEVELS	6404	

Q1 APPROXIMATELY HOW MANY STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS AT THESE INTEREST LEVELS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	436	6.8
3 TO 5	1324	20.7
6 TO 10	2423	37.8
11 TO 15	1025	16.0
16 OR MORE	890	13.9
INVALID OR NO RESPONSE	306	4.8

APPROXIMATE NUMBER OF STUDENTS WITH MATERIALS NEEDS AT THESE INTEREST LEVELS: BETWEEN 44461 AND 69347 MIDPOINT 56904

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	3721	58.1
MANIPULATIVE OBJECTS AND TOOLS	3505	54.7
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	2514	39.3
FLANNEL BOARD MATERIALS	2152	33.6
MAPS, CHARTS, PICTURES, FLASHCARDS	1994	31.1
CASSETTE/REEL-TO-REEL TAPES, RECORDS	1816	28.4
FILMSTRIPS, SLIDES	1496	23.4
WORKBOOKS, WORKTEXTS	1317	20.6
FILMS, FILMLOOPS	1303	20.3
MODELS	1240	19.4
SOUND FILMSTRIPS, SOUND SLIDES	1074	16.8
MULTIMEDIA KITS	918	14.3
MAGAZINES, SPECIALIZED COMIC BOOKS	893	13.9
LARGE TYPE PRINT MATERIALS	809	12.6
AUDIO FLASHCARDS	716	11.2
VIDEOTAPES, CLOSED-CIRCUIT TV	535	8.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	484	7.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	474	7.4
BRAILLE MATERIALS	83	1.3

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	2888	45.1
MANIPULATIVE OBJECTS AND TOOLS	2849	44.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	2741	42.8
WORKBOOKS, WORKTEXTS	2230	34.8
MULTIMEDIA KITS	2199	34.3
FILMSTRIPS, SLIDES	2047	32.0
FILMS, FILMLOOPS	2039	31.8
SOUND FILMSTRIPS, SOUND SLIDES	2025	31.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	2010	31.4
FLANNEL BOARD MATERIALS	1801	28.1
MAPS, CHARTS, PICTURES, FLASHCARDS	1683	26.3
VIDEOTAPES, CLOSED-CIRCUIT TV	1654	25.8
MAGAZINES, SPECIALIZED COMIC BOOKS	1650	25.8
MODELS	1537	24.0
SELF-INSTR./COMPUTER-ASSISTED MTRLS	1525	23.8
LARGE TYPE PRINT MATERIALS	1502	23.5
AUDIO FLASHCARDS	1479	23.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1081	16.9
BRAILLE MATERIALS	536	8.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

INTEREST LEVELS: PRE-ADOLESCENT AND BELOW

	FREQ.	PCT
RESPONDENTS CHOOSING THESE INTEREST LEVELS	2328	66.2
TOTAL RESPONSES TO THESE INTEREST LEVELS	6404	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR STUDENTS AT THESE INTEREST LEVELS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	2551	39.8
DON'T KNOW OF ANY MATERIALS AVAILABLE	1004	15.7
AVAILABLE MATERIALS TOO COSTLY	833	13.0
AVAILABLE MATERIALS POOR IN QUALITY	782	12.2
INVALID OR NO RESPONSE	1234	19.3

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS AT THESE INTEREST LEVELS

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	2285	35.7
INTEREST LEVEL INAPPROPRIATE	2273	35.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	2002	31.3
CONCEPT LEVEL INAPPROPRIATE	1841	28.7
NOT RELEVANT TO MY CURRICULUM	1840	28.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	1668	26.0
POOR SEQUENCING OF LEARNING COMPONENTS	1150	18.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	751	11.7
LANGUAGE LEVEL NOT UNIFORM	592	9.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	379	5.9
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	2283	35.6
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	2211	34.5
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	1851	28.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	1622	25.3
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	1416	22.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	1044	16.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	997	15.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	979	15.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	912	14.2
NO ADAPTIVE EQUIPMENT AVAILABLE	870	13.6
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	694	10.8
INADEQUATE TEACHER DIRECTIONS	445	6.9
REQUIRES TOO MUCH TEACHER TRAINING	353	5.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	1703	26.6
POOR DURABILITY	1152	18.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	877	13.7
POOR AUDIO QUALITY	400	6.2
DIFFICULT TO OPERATE AND/OR USE	390	6.1
DIFFICULT TO STORE/NOT PORTABLE	345	5.4
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	289	4.5
INADEQUATE HEALTH AND SAFETY FEATURES	261	4.1

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

INTEREST LEVELS: ADOLESCENT AND YOUNG ADULT

	FREQ.	PCT
RESPONDENTS CHOOSING THESE INTEREST LEVELS	1412	40.1
TOTAL RESPONSES TO THESE INTEREST LEVELS	3641	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
JOB PREPARATION/SKILLS DEVELOPMENT	326	23.1
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	261	18.5
DRESSING, GROOMING AND PERSONAL HYGIENE	230	16.3
APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL	197	14.0
ATTENDING/RESPONDING	147	10.4
SOCIAL INTERACTION	146	10.3
APPROPRIATE RESPONSE TO OTHERS	138	9.8
USE OF MONEY	119	8.4
HUMAN SEXUALITY (SEX EDUCATION)	109	7.7
REASONING/DECISION MAKING SKILLS	97	6.9
LIFE-LONG LEISURE SKILLS	93	6.6
VOCATIONAL ADJUSTMENT	84	5.9
SELF-MOTIVATION	76	5.4
CONCEPT DEVELOPMENT/GENERALIZATION	65	4.6
FINE MOTOR DEVELOPMENT	64	4.5
FEEDING AND EATING	63	4.5
SELF-EXPRESSION	57	4.0
IDENTIFICATION OF PERSONAL INTERESTS AND SKILLS	52	3.7
BASIC SENSORY AWARENESS	50	3.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

INTEREST LEVELS: ADOLESCENT AND YOUNG ADULT

	FREQ.	PCT
RESPONDENTS CHOOSING THESE INTEREST LEVELS	1412	40.1
TOTAL RESPONSES TO THESE INTEREST LEVELS	3641	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	0	0.0
PRE-SCHOOL	0	0.0
PRIMARY	0	0.0
PRE-ADOLESCENT	0	0.0
ADOLESCENT	2240	61.5
YOUNG ADULT	1401	38.5
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	401	11.0
PRE-SCHOOL, AGES 3-4	700	19.2
PRIMARY, GRADES K-3	1323	36.3
INTERMEDIATE, GRADES 4-6	349	9.6
JUNIOR HIGH, GRADES 7-9	186	5.1
HIGH SCHOOL, GRADES 10-12	222	6.1
INTERMEDIATE AND BELOW	190	5.2
JUNIOR AND SENIOR HIGH	257	7.1
INVALID OR NO RESPONSE	13	0.4

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	2100	57.7
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	936	25.7
MULTIPLY HANDICAPPED	366	10.1
SEVERELY AND PROFOUNDLY HANDICAPPED	222	6.1
INVALID OR NO RESPONSE	17	0.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

INTEREST LEVELS: ADOLESCENT AND YOUNG ADULT

	FREQ.	PCT
RESPONDENTS CHOOSING THESE INTEREST LEVELS	1412	40.1
TOTAL RESPONSES TO THESE INTEREST LEVELS	3641	

C1 APPROXIMATELY HOW MANY STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS AT THESE INTEREST LEVELS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	130	3.6
3 TO 5	386	10.6
6 TO 10	1024	28.1
11 TO 15	734	20.2
16 OR MORE	1197	32.9
INVALID OR NO RESPONSE	170	4.7

APPROXIMATE NUMBER OF STUDENTS WITH MATERIALS NEEDS AT THESE INTEREST LEVELS: BETWEEN 34658 AND 53365 MIDPOINT 44012

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	1566	43.0
GAMES, TOYS, PUZZLES	1538	42.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1409	38.7
MAPS, CHARTS, PICTURES, FLASHCARDS	1164	32.0
FILMSTRIPS, SLIDES	1115	30.6
FILMS, FILMLOOPS	952	26.1
WORKBOOKS, WORKTEXTS	895	24.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	825	22.7
FLANNEL BOARD MATERIALS	796	21.9
SOUND FILMSTRIPS, SOUND SLIDES	743	20.4
MAGAZINES, SPECIALIZED COMIC BOOKS	701	19.3
MODELS	664	18.2
MULTIMEDIA KITS	444	12.2
AUDIO FLASHCARDS	382	10.5
LARGE TYPE PRINT MATERIALS	374	10.3
VIDEOTAPES, CLOSED-CIRCUIT TV	333	9.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	302	8.3
SELF-INSTR./COMPUTER-ASSISTED MTRLS	248	6.8
BRAILLE MATERIALS	45	1.2

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	1723	47.3
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1704	46.8
FILMSTRIPS, SLIDES	1591	43.7
FILMS, FILMLOOPS	1574	43.2
MANIPULATIVE OBJECTS AND TOOLS	1562	42.9
SOUND FILMSTRIPS, SOUND SLIDES	1551	42.6
GAMES, TOYS, PUZZLES	1548	42.5
MULTIMEDIA KITS	1490	40.9
MAGAZINES, SPECIALIZED COMIC BOOKS	1384	38.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	1275	35.0
VIDEOTAPES, CLOSED-CIRCUIT TV	1225	33.6
MAPS, CHARTS, PICTURES, FLASHCARDS	1213	33.3
SELF-INSTR./COMPUTER-ASSISTED MTRLS	1123	30.8
MODELS	1084	29.8
LARGE TYPE PRINT MATERIALS	1052	28.9
FLANNEL BOARD MATERIALS	995	27.3
AUDIO FLASHCARDS	975	26.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	861	23.6
BRAILLE MATERIALS	403	11.1

TEACHERS OF MULTIPLY HANDICAPPED -
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

INTEREST LEVELS: ADOLESCENT AND YOUNG ADULT

	FREQ.	PCT
RESPONDENTS CHOOSING THESE INTEREST LEVELS	1412	40.1
TOTAL RESPONSES TO THESE INTEREST LEVELS	3641	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR STUDENTS AT THESE INTEREST LEVELS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	1429	39.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	603	16.6
AVAILABLE MATERIALS POOR IN QUALITY	566	15.5
AVAILABLE MATERIALS TOO COSTLY	389	10.7
INVALID OR NO RESPONSE	654	18.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS AT THESE INTEREST LEVELS

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	1559	42.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	1359	37.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1326	36.4
NOT ENOUGH REPETITION, REINFORCEMENT	1324	36.4
CONCEPT LEVEL INAPPROPRIATE	1167	32.1
NOT RELEVANT TO MY CURRICULUM	962	26.4
POOR SEQUENCING OF LEARNING COMPONENTS	614	16.9
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	569	15.6
LANGUAGE LEVEL NOT UNIFORM	375	10.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	239	6.6
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	1404	38.6
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	1219	33.5
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	1077	29.6
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	937	25.7
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	901	24.7
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	676	18.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	598	16.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	534	14.7
NO ADAPTIVE EQUIPMENT AVAILABLE	496	13.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	402	11.0
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	364	10.0
INADEQUATE TEACHER DIRECTIONS	250	6.9
REQUIRES TOO MUCH TEACHER TRAINING	212	5.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	1052	28.9
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	560	15.4
POOR DURABILITY	550	15.1
POOR AUDIO QUALITY	200	5.5
DIFFICULT TO OPERATE AND/OR USE	185	5.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	146	4.0
DIFFICULT TO STORE/NOT PORTABLE	143	3.9
INADEQUATE HEALTH AND SAFETY FEATURES	117	3.2

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION J. CURRICULUM AREA ANALYSES FOR STUDENT HANDICAP AREA

SUBSECTION J PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS FOR STUDENTS IN EACH OF THE FOUR HANDICAP AREAS CONTAINED ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE ABOVE RESPONDENT POPULATION:

MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED
MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED

THESE FOUR HANDICAP AREAS ARE ANALYZED SEPARATELY IN THIS SUBSECTION. IN EACH CASE, THE HANDICAP AREA IS INDICATED JUST BELOW THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF THE PAGE. THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING MATERIALS NEEDS FOR STUDENTS IN THIS HANDICAP AREA APPEAR DIRECTLY TO ITS RIGHT. BELOW THE NUMBER OF RESPONDENTS APPEARS THE NUMBER OF RESPONSES TO THIS HANDICAP AREA. RECALL THAT, BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES,* THE NUMBER OF RESPONSES MAY BE GREATER THAN THE NUMBER OF RESPONDENTS.

THE ANALYSIS FOR EACH OF THESE HANDICAP AREAS CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN FOR THE GIVEN HANDICAP AREA, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF RESPONDENTS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS CHOOSING THIS HANDICAP AREA.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS LIKE THAT PRESENTED FOR PRIORITIZED CURRICULUM AREAS IN SUBSECTION D. ON PAGE 1 OF THIS ANALYSIS IS A DISTRIBUTION OF RESPONSES TO THE OTHER CHARACTERISTICS (INTEREST LEVEL AND FUNCTIONAL LEVEL) FOR STUDENTS IN THE GIVEN HANDICAP AREA. PAGES 2-3 CONTAIN THE RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS AS THEY PERTAIN TO MATERIALS NEEDS FOR STUDENTS IN THIS HANDICAP AREA. ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE FREQUENCY OF RESPONSES TO THIS HANDICAP AREA.

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*A GIVEN RESPONDENT MAY HAVE CHOSEN THREE DIFFERENT CURRICULUM AREAS, BUT WITH TWO OR EVEN ALL THREE OF THEM FOR STUDENTS IN THE SAME HANDICAP AREA--A REASONABLE EXPECTATION SINCE MANY RESPONDENTS DEAL WITH A RESTRICTED GROUP OF STUDENTS.

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MODERATELY (TRAINABLE) MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	1869	53.1
TOTAL RESPONSES TO THIS HANDICAP AREA	4982	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
DRESSING, GROOMING AND PERSONAL HYGIENE	307	16.4
JOB PREPARATION/SKILLS DEVELOPMENT	290	15.5
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	279	14.9
APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL	253	13.5
ATTENDING/RESPONDING	206	11.0
APPROPRIATE RESPONSE TO OTHERS	205	11.0
USE OF MONEY	163	8.7
SOCIAL INTERACTION	161	8.6
FINE MOTOR DEVELOPMENT	141	7.5
REASONING/DECISION MAKING SKILLS	140	7.5
PRODUCTION OF PHRASES, SENTENCES	134	7.2
CONCEPT DEVELOPMENT/GENERALIZATION	129	6.9
HUMAN SEXUALITY (SEX EDUCATION)	113	6.0
SELF-EXPRESSION	106	5.7
LISTENING SKILLS	92	4.9
LIFE-LONG LEISURE SKILLS	92	4.9
SELF-MOTIVATION	92	4.9
PRODUCTION OF WORDS	88	4.7
WHOLE WORD RECOGNITION AND DISCRIMINATION AS A READING SKILL	86	4.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MODERATELY (TRAINABLE) MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	1869	53.1
TOTAL RESPONSES TO THIS HANDICAP AREA	4982	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	59	1.2
PRE-SCHOOL	583	11.7
PRIMARY	1195	24.0
PRE-ADOLESCENT	1003	20.1
ADOLESCENT	1327	26.6
YOUNG ADULT	773	15.5
INVALID OR NO RESPONSE	42	0.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	183	3.7
PRE-SCHOOL, AGES 3-4	1355	27.2
PRIMARY, GRADES K-3	2245	45.1
INTERMEDIATE, GRADES 4-6	448	9.0
JUNIOR HIGH, GRADES 7-9	164	3.3
HIGH SCHOOL, GRADES 10-12	175	3.5
INTERMEDIATE AND BELOW	204	4.1
JUNIOR AND SENIOR HIGH	184	3.7
INVALID OR NO RESPONSE	24	0.5

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
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NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MODERATELY (TRAINABLE) MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	1869	53.1
TOTAL RESPONSES TO THIS HANDICAP AREA	4982	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	184	3.7
3 TO 5	665	13.3
6 TO 10	1710	34.3
11 TO 15	1167	23.4
16 OR MORE	1039	20.9
INVALID OR NO RESPONSE	217	4.4

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 41900 AND 64273 MIDPOINT 53087

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	2507	50.3
MANIPULATIVE OBJECTS AND TOOLS	2283	45.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1997	40.1
MAPS, CHARTS, PICTURES, FLASHCARDS	1924	38.6
FILMSTRIPS, SLIDES	1590	31.9
FLANNEL BOARD MATERIALS	1588	31.9
WORKBOOKS, WORKTEXTS	1487	29.8
CASSETTE/REEL-TO-REEL TAPES, RECORDS	1369	27.5
FILMS, FILMLOOPS	1325	26.6
SOUND FILMSTRIPS, SOUND SLIDES	1049	21.1
MODELS	1017	20.4
MAGAZINES, SPECIALIZED COMIC BOOKS	920	18.5
MULTIMEDIA KITS	784	15.7
LARGE TYPE PRINT MATERIALS	652	13.1
AUDIO FLASHCARDS	642	12.9
SELF-INSTR./COMPUTER-ASSISTED MTRLS	439	8.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	428	8.6
VIDEOTAPES, CLOSED-CIRCUIT TV	408	8.2
BRAILLE MATERIALS	28	0.6

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
WORKBOOKS, WORKTEXTS	2481	49.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	2258	45.3
GAMES, TOYS, PUZZLES	2198	44.1
FILMSTRIPS, SLIDES	2164	43.4
MULTIMEDIA KITS	2066	41.5
SOUND FILMSTRIPS, SOUND SLIDES	2058	41.3
FILMS, FILMLOOPS	2054	41.2
MANIPULATIVE OBJECTS AND TOOLS	2011	40.4
MAGAZINES, SPECIALIZED COMIC BOOKS	1843	37.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	1782	35.8
MAPS, CHARTS, PICTURES, FLASHCARDS	1693	34.0
VIDEOTAPES, CLOSED-CIRCUIT TV	1538	30.9
LARGE TYPE PRINT MATERIALS	1513	30.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	1498	30.1
FLANNEL BOARD MATERIALS	1485	29.8
AUDIO FLASHCARDS	1404	28.2
MODELS	1390	27.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1113	22.3
BRAILLE MATERIALS	437	8.8

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MODERATELY (TRAINABLE) MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	1869	53.1
TOTAL RESPONSES TO THIS HANDICAP AREA	4982	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	1936	38.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	800	16.1
AVAILABLE MATERIALS TOO COSTLY	696	14.0
AVAILABLE MATERIALS POOR IN QUALITY	658	13.2
INVALID OR NO RESPONSE	892	17.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

CONTENT	FREQ.	PCT
NOT ENOUGH REPETITION, REINFORCEMENT	2057	41.3
INTEREST LEVEL INAPPROPRIATE	1957	39.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1819	36.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	1548	31.1
CONCEPT LEVEL INAPPROPRIATE	1505	30.2
NOT RELEVANT TO MY CURRICULUM	1135	22.8
POOR SEQUENCING OF LEARNING COMPONENTS	904	18.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	776	15.6
LANGUAGE LEVEL NOT UNIFORM	561	11.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	305	6.1
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	1963	39.4
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	1540	30.9
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	1387	27.8
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	1357	27.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	1346	27.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	973	19.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	900	18.1
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	857	17.2
NO ADAPTIVE EQUIPMENT AVAILABLE	549	11.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	487	9.8
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	419	8.4
INADEQUATE TEACHER DIRECTIONS	346	6.9
REQUIRES TOO MUCH TEACHER TRAINING	279	5.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	1367	27.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	761	15.3
POOR DURABILITY	747	15.0
POOR AUDIO QUALITY	278	5.6
DIFFICULT TO OPERATE AND/OR USE	225	4.5
DIFFICULT TO STORE/NOT PORTABLE	202	4.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	167	3.4
INADEQUATE HEALTH AND SAFETY FEATURES	122	2.4

TEACHERS OF MULTIPLY HANDICAPPED
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NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	1167	33.2
TOTAL RESPONSES TO THIS HANDICAP AREA	2808	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

RESPONDENTS CHOOSING THIS CURRICULUM AREA

	FREQ.	PCT
ATTENDING/RESPONDING	360	30.8
DRESSING, GROOMING AND PERSONAL HYGIENE	228	19.5
APPROPRIATE RESPONSE TO OTHERS	125	10.7
FEEDING AND EATING	118	10.1
BASIC SENSORY AWARENESS	115	9.9
FINE MOTOR DEVELOPMENT	115	9.9
TOILETING	114	9.8
MOTOR IMPULSE CONTROL (E.G., STEREOTYPED MOVEMENTS, SELF ABUSE)	98	8.4
GROSS MOTOR DEVELOPMENT	95	8.1
APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL	90	7.7
BODY AWARENESS	60	5.1
CONCEPT DEVELOPMENT/GENERALIZATION	56	4.8
SOCIAL INTERACTION	56	4.8
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	52	4.5
SENSORY MOTOR INTEGRATION	51	4.4
SIGNING/FINGER SPELLING	42	3.6
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	42	3.6
JOB PREPARATION/SKILLS DEVELOPMENT	41	3.5
GESTURES/BODY LANGUAGE	38	3.3

TEACHERS OF MULTIPLY HANDICAPPED
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NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	1167	33.2
TOTAL RESPONSES TO THIS HANDICAP AREA	2808	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	365	13.0
PRE-SCHOOL	651	23.2
PRIMARY	435	15.5
PRE-ADOLESCENT	386	13.7
ADOLESCENT	506	18.0
YOUNG ADULT	430	15.3
INVALID OR NO RESPONSE	35	1.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1109	39.5
PRE-SCHOOL, AGES 3-4	1103	39.3
PRIMARY, GRADES K-3	394	14.0
INTERMEDIATE, GRADES 4-6	52	1.9
JUNIOR HIGH, GRADES 7-9	16	0.6
HIGH SCHOOL, GRADES 10-12	29	1.0
INTERMEDIATE AND BELOW	37	1.3
JUNIOR AND SENIOR HIGH	43	1.5
INVALID OR NO RESPONSE	25	0.9

TEACHERS OF MULTIPLY HANDICAPPED
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NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	1167	33.2
TOTAL RESPONSES TO THIS HANDICAP AREA	2808	

Q1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	157	5.6
3 TO 5	506	18.0
6 TO 10	986	35.1
11 TO 15	348	12.4
16 OR MORE	695	24.8
INVALID OR NO RESPONSE	116	4.1

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 22539 AND 35299 MIDPOINT 28919

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	1542	54.9
GAMES, TOYS, PUZZLES	1539	54.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	989	35.2
FLANNEL BOARD MATERIALS	803	28.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	704	25.1
MAPS, CHARTS, PICTURES, FLASHCARDS	654	23.3
FILMSTRIPS, SLIDES	557	19.8
FILMS, FILMLOOPS	524	18.7
MODELS	517	18.4
SOUND FILMSTRIPS, SOUND SLIDES	435	15.5
MAGAZINES, SPECIALIZED COMIC BOOKS	382	13.6
WORKBOOKS, WORKTEXTS	325	11.6
LARGE TYPE PRINT MATERIALS	298	10.6
MULTIMEDIA KITS	281	10.0
AUDIO FLASHCARDS	261	9.3
VIDEOTAPES, CLOSED-CIRCUIT TV	235	8.4
SELF-INSTR./COMPUTER-ASSISTED MTRLS	156	5.6
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	153	5.4
BRAILLE MATERIALS	43	1.5

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	1328	47.3
GAMES, TOYS, PUZZLES	1251	44.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1195	42.6
FILMS, FILMLOOPS	904	32.2
MULTIMEDIA KITS	891	31.7
SOUND FILMSTRIPS, SOUND SLIDES	874	31.1
FILMSTRIPS, SLIDES	845	30.1
CASSETTE/REEL-TO-REEL TAPES, RECORDS	827	29.5
WORKBOOKS, WORKTEXTS	796	28.3
FLANNEL BOARD MATERIALS	787	28.0
VIDEOTAPES, CLOSED-CIRCUIT TV	738	26.3
MODELS	697	24.8
MAGAZINES, SPECIALIZED COMIC BOOKS	664	23.6
MAPS, CHARTS, PICTURES, FLASHCARDS	661	23.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	632	22.5
AUDIO FLASHCARDS	587	20.9
LARGE TYPE PRINT MATERIALS	577	20.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	431	15.3
BRAILLE MATERIALS	268	9.5

TEACHERS OF MULTIPLY HANDICAPPED
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SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	1167	33.2
TOTAL RESPONSES TO THIS HANDICAP AREA	2808	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	1158	41.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	453	16.1
AVAILABLE MATERIALS POOR IN QUALITY	387	13.8
AVAILABLE MATERIALS TOO COSTLY	293	10.4
INVALID OR NO RESPONSE	517	18.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	1050	37.4
NOT RELEVANT TO MY CURRICULUM	942	33.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	861	30.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	856	30.5
CONCEPT LEVEL INAPPROPRIATE	855	30.4
NOT ENOUGH REPETITION, REINFORCEMENT	846	30.1
POOR SEQUENCING OF LEARNING COMPONENTS	453	16.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	312	11.1
LANGUAGE LEVEL NOT UNIFORM	211	7.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	171	6.1
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	1009	35.9
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	875	31.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	784	27.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	743	26.5
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	514	18.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	421	15.0
NO ADAPTIVE EQUIPMENT AVAILABLE	415	14.8
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	406	14.5
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	391	13.9
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	315	11.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	290	10.3
INADEQUATE TEACHER DIRECTIONS	198	7.1
REQUIRES TOO MUCH TEACHER TRAINING	164	5.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	791	28.2
POOR DURABILITY	574	20.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	359	12.8
POOR AUDIO QUALITY	194	6.9
DIFFICULT TO OPERATE AND/OR USE	181	6.4
DIFFICULT TO STORE/NOT PORTABLE	151	5.4
INADEQUATE HEALTH AND SAFETY FEATURES	139	5.0
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	134	4.8

TEACHERS OF MULTIPLY HANDICAPPED
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MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MULTIPLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	634	18.0
TOTAL RESPONSES TO THIS HANDICAP AREA	1381	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

RESPONDENTS CHOOSING THIS CURRICULUM AREA

	FREQ.	PCT
ATTENDING/RESPONDING	115	18.1
GROSS MOTOR DEVELOPMENT	58	9.1
FEEDING AND EATING	58	9.1
APPROPRIATE RESPONSE TO OTHERS	53	8.4
APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL	49	7.7
SENSORY MOTOR INTEGRATION	47	7.4
DRESSING, GROOMING AND PERSONAL HYGIENE	45	7.1
JOB PREPARATION/SKILLS DEVELOPMENT	45	7.1
BASIC SENSORY AWARENESS	44	6.9
CONCEPT DEVELOPMENT/GENERALIZATION	44	6.9
FINE MOTOR DEVELOPMENT	42	6.6
OTHER COMMUNICATION TECHNIQUES (E.G., WRITING, BRAILLE WRITING, TYPING)	39	6.2
TOILETING	35	5.5
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	32	5.0
SIGNING/FINGER SPELLING	29	4.6
PRODUCTION OF PHRASES, SENTENCES	28	4.4
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	28	4.4
SOCIAL INTERACTION	24	3.8
MOTOR IMPULSE CONTROL (E.G., STEREOTYPED MOVEMENTS, SELF ABUSE)	23	3.6

TEACHERS OF MULTIPLY HANDICAPPED
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NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MULTIPLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	634	18.0
TOTAL RESPONSES TO THIS HANDICAP AREA	1381	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	161	11.7
PRE-SCHOOL	305	22.1
PRIMARY	334	24.2
PRE-ADOLESCENT	206	14.9
ADOLESCENT	263	19.0
YOUNG ADULT	103	7.5
INVALID OR NO RESPONSE	9	0.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	351	25.4
PRE-SCHOOL, AGES 3-4	398	28.8
PRIMARY, GRADES K-3	383	27.7
INTERMEDIATE, GRADES 4-6	88	6.4
JUNIOR HIGH, GRADES 7-9	31	2.2
HIGH SCHOOL, GRADES 10-12	27	2.0
INTERMEDIATE AND BELOW	61	4.4
JUNIOR AND SENIOR HIGH	32	2.3
INVALID OR NO RESPONSE	10	0.7

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MULTIPLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	634	18.0
TOTAL RESPONSES TO THIS HANDICAP AREA	1381	

C1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	168	12.2
3 TO 5	349	25.3
6 TO 10	457	33.1
11 TO 15	140	10.1
16 OR MORE	197	14.3
INVALID OR NO RESPONSE	70	5.1

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 8649 AND 13676 MIDPOINT 11163

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	802	58.1
MANIPULATIVE OBJECTS AND TOOLS	767	55.5
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	605	43.8
MAPS, CHARTS, PICTURES, FLASHCARDS	456	33.0
FLANNEL BOARD MATERIALS	414	30.0
CASSETTE/REEL-TO-REEL TAPES, RECORDS	363	26.3
WORKBOOKS, WORKTEXTS	324	23.5
FILMSTRIPS, SLIDES	311	22.5
MODELS	265	19.2
FILMS, FILMLOOPS	259	18.8
SOUND FILMSTRIPS, SOUND SLIDES	228	16.5
MAGAZINES, SPECIALIZED COMIC BOOKS	221	16.0
MULTIMEDIA KITS	209	15.1
LARGE TYPE PRINT MATERIALS	186	13.5
AUDIO FLASHCARDS	151	10.9
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	142	10.3
VIDEOTAPES, CLOSED-CIRCUIT TV	127	9.2
SELF-INSTR./COMPUTER-ASSISTED MTRLS	102	7.4
BRAILLE MATERIALS	44	3.2

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	644	46.6
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	626	45.3
GAMES, TOYS, PUZZLES	626	45.3
MULTIMEDIA KITS	505	36.6
WORKBOOKS, WORKTEXTS	459	33.2
FILMS, FILMLOOPS	444	32.2
SOUND FILMSTRIPS, SOUND SLIDES	444	32.2
FILMSTRIPS, SLIDES	422	30.6
CASSETTE/REEL-TO-REEL TAPES, RECORDS	421	30.5
MAPS, CHARTS, PICTURES, FLASHCARDS	401	29.0
VIDEOTAPES, CLOSED-CIRCUIT TV	392	28.4
MODELS	390	28.2
SELF-INSTR./COMPUTER-ASSISTED MTRLS	379	27.4
MAGAZINES, SPECIALIZED COMIC BOOKS	365	26.4
FLANNEL BOARD MATERIALS	354	25.6
LARGE TYPE PRINT MATERIALS	339	24.5
AUDIO FLASHCARDS	324	23.5
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	295	21.4
BRAILLE MATERIALS	163	11.8

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MULTIPLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	634	18.0
TOTAL RESPONSES TO THIS HANDICAP AREA	1381	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	574	41.6
DON'T KNOW OF ANY MATERIALS AVAILABLE	207	15.0
AVAILABLE MATERIALS TOO COSTLY	160	11.6
AVAILABLE MATERIALS POOR IN QUALITY	152	11.0
INVALID OR NO RESPONSE	288	20.9

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

CONTENT	FREQ.	PCT
INTEREST LEVEL INAPPROPRIATE	503	36.4
NOT ENOUGH REPETITION, REINFORCEMENT	476	34.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	423	30.6
NOT RELEVANT TO MY CURRICULUM	394	28.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	393	28.5
CONCEPT LEVEL INAPPROPRIATE	387	28.0
POOR SEQUENCING OF LEARNING COMPONENTS	254	18.4
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	178	12.9
LANGUAGE LEVEL NOT UNIFORM	141	10.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	94	6.8
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	604	43.7
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	509	36.9
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	398	28.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	381	27.6
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	300	21.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	254	18.4
NO ADAPTIVE EQUIPMENT AVAILABLE	245	17.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	235	17.0
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	229	16.6
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	193	14.0
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	181	13.1
INADEQUATE TEACHER DIRECTIONS	86	6.2
REQUIRES TOO MUCH TEACHER TRAINING	76	5.5
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	402	29.1
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS) ..	240	17.4
POOR DURABILITY	232	16.8
DIFFICULT TO OPERATE AND/OR USE	105	7.6
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	94	6.8
DIFFICULT TO STORE/NOT PORTABLE	91	6.6
POOR AUDIO QUALITY	85	6.2
INADEQUATE HEALTH AND SAFETY FEATURES	61	4.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SEVERELY AND PROFOUNDLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	419	11.9
TOTAL RESPONSES TO THIS HANDICAP AREA	906	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
ATTENDING/RESPONDING	101	24.1
BASIC SENSORY AWARENESS	72	17.2
GROSS MOTOR DEVELOPMENT	65	15.5
FEEDING AND EATING	64	15.3
TOILETING	42	10.0
DRESSING, GROOMING AND PERSONAL HYGIENE	41	9.8
FINE MOTOR DEVELOPMENT	37	8.8
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	35	8.4
MOTOR IMPULSE CONTROL (E.G., STEREOTYPED MOVEMENTS, SELF ABUSE)	34	8.1
SENSORY MOTOR INTEGRATION	33	7.9
APPROPRIATE RESPONSE TO OTHERS	33	7.9
SOCIAL INTERACTION	26	6.2
OTHER COMMUNICATION TECHNIQUES (E.G., WRITING, BRAILLE WRITING, TYPING)	24	5.7
CONCEPT DEVELOPMENT/GENERALIZATION	23	5.5
APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL	23	5.5
BODY AWARENESS	18	4.3
SIGNING/FINGER SPELLING	13	3.1
UNDERSTANDING PHRASES AND SENTENCES	11	2.6
COOPERATIVE PLAY	10	2.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SEVERELY AND PROFOUNDLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	419	11.9
TOTAL RESPONSES TO THIS HANDICAP AREA	906	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	232	25.6
PRE-SCHOOL	178	19.6
PRIMARY	148	16.3
PRE-ADOLESCENT	122	13.5
ADOLESCENT	137	15.1
YOUNG ADULT	85	9.4
INVALID OR NO RESPONSE	4	0.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	516	57.0
PRE-SCHOOL, AGES 3-4	233	25.7
PRIMARY, GRADES K-3	90	9.9
INTERMEDIATE, GRADES 4-6	24	2.6
JUNIOR HIGH, GRADES 7-9	15	1.7
HIGH SCHOOL, GRADES 10-12	3	0.3
INTERMEDIATE AND BELOW	12	1.3
JUNIOR AND SENIOR HIGH	9	1.0
INVALID OR NO RESPONSE	4	0.4

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
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	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	419	11.9
TOTAL RESPONSES TO THIS HANDICAP AREA	906	

C1 APPROXIMATELY HOW MANY STUDENTS OF THIS TYPE WITH HIGH PRIORITY MATERIALS NEEDS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR

	FREQ.	PCT
1 OR 2	58	6.4
3 TO 5	189	20.9
6 TO 10	308	34.0
11 TO 15	110	12.1
16 OR MORE	169	18.7
INVALID OR NO RESPONSE	72	7.9

APPROXIMATE NUMBER OF SUCH STUDENTS WITH HIGH PRIORITY MATERIALS NEEDS: BETWEEN 6387 AND 10016 MIDPOINT 8202

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR SUCH STUDENTS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	495	54.6
GAMES, TOYS, PUZZLES	435	48.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	337	37.2
CASSETTE/REEL-TO-REEL TAPES, RECORDS	212	23.4
FLANNEL BOARD MATERIALS	168	18.5
FILMSTRIPS, SLIDES	157	17.3
MAPS, CHARTS, PICTURES, FLASHCARDS	146	16.1
FILMS, FILMLOOPS	145	16.0
SOUND FILMSTRIPS, SOUND SLIDES	111	12.3
MODELS	109	12.0
VIDEOTAPES, CLOSED-CIRCUIT TV	102	11.3
MULTIMEDIA KITS	90	9.9
WORKBOOKS, WORKTEXTS	88	9.7
MAGAZINES, SPECIALIZED COMIC BOOKS	83	9.2
AUDIO FLASHCARDS	55	6.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	54	6.0
LARGE TYPE PRINT MATERIALS	53	5.8
SELF-INSTR./COMPUTER-ASSISTED MTRLS	37	4.1
BRAILLE MATERIALS	13	1.4

Q2B FOR SUCH STUDENTS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	451	49.8
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	389	42.9
GAMES, TOYS, PUZZLES	378	41.7
CASSETTE/REEL-TO-REEL TAPES, RECORDS	259	28.6
WORKBOOKS, WORKTEXTS	233	25.7
MULTIMEDIA KITS	223	24.6
VIDEOTAPES, CLOSED-CIRCUIT TV	221	24.4
FILMS, FILMLOOPS	213	23.5
FILMSTRIPS, SLIDES	213	23.5
SOUND FILMSTRIPS, SOUND SLIDES	201	22.2
FLANNEL BOARD MATERIALS	182	20.1
MAGAZINES, SPECIALIZED COMIC BOOKS	166	18.3
MAPS, CHARTS, PICTURES, FLASHCARDS	155	17.1
MODELS	153	16.9
SELF-INSTR./COMPUTER-ASSISTED MTRLS	151	16.7
AUDIO FLASHCARDS	147	16.2
LARGE TYPE PRINT MATERIALS	134	14.8
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	105	11.6
BRAILLE MATERIALS	72	7.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

NATIONAL REPORT
3519 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SEVERELY AND PROFOUNDLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	419	11.9
TOTAL RESPONSES TO THIS HANDICAP AREA	906	

Q3 WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	331	36.5
DON'T KNOW OF ANY MATERIALS AVAILABLE	154	17.0
AVAILABLE MATERIALS POOR IN QUALITY	149	16.4
AVAILABLE MATERIALS TOO COSTLY	77	8.5
INVALID OR NO RESPONSE	195	21.5

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CONTENT		
NOT RELEVANT TO MY CURRICULUM	344	38.0
INTEREST LEVEL INAPPROPRIATE	331	36.5
CONCEPT LEVEL INAPPROPRIATE	272	30.0
NOT ENOUGH REPETITION, REINFORCEMENT	239	26.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	233	25.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	232	25.6
POOR SEQUENCING OF LEARNING COMPONENTS	164	18.1
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	65	7.2
LANGUAGE LEVEL NOT UNIFORM	58	6.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	51	5.6
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	366	40.4
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	281	31.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	250	27.6
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	205	22.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	165	18.2
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	159	17.5
NO ADAPTIVE EQUIPMENT AVAILABLE	154	17.0
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	147	16.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	127	14.0
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	119	13.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	116	12.8
INADEQUATE TEACHER DIRECTIONS	70	7.7
REQUIRES TOO MUCH TEACHER TRAINING	51	5.6
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	212	23.4
POOR DURABILITY	154	17.0
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	84	9.3
DIFFICULT TO OPERATE AND/OR USE	63	7.0
INADEQUATE HEALTH AND SAFETY FEATURES	56	6.2
POOR AUDIO QUALITY	46	5.1
DIFFICULT TO STORE/NOT PORTABLE	46	5.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	44	4.9

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION K. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (L), "PUBLIC SCHOOL TEACHER" IS DEFINED AS A RESPONDENT WHO INDICATED IN THE DEMOGRAPHIC SECTION (PAGE 11) OF THE QUESTIONNAIRE THAT HE IS EMPLOYED BY EITHER THE LOCAL PUBLIC SCHOOL DISTRICT OR A STATE AGENCY OTHER THAN THE STATE EDUCATION AGENCY (QUESTION 8) AND THAT HE WORKS PRIMARILY AT EITHER A REGULAR SCHOOL OR A NONRESIDENTIAL SPECIAL EDUCATION SCHOOL (QUESTION 9).

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER RIGHT CORNER OF THE PAGE, OPPOSITE THE RESPONDENT POPULATION DESCRIPTION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1938 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION
IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	131	6.8	248	12.8	384	19.8
BACHELOR'S DEGREE	387	20.0	476	24.6	244	12.6
WORK BEYOND THE B.A.	684	35.3	352	18.2	113	5.8
MASTER'S DEGREE	335	17.3	139	7.2	27	1.4
WORK BEYOND THE M.A.	245	12.6	104	5.4	35	1.8
PH.D., ED.D.	3	0.2	0	0.0	1	0.1
NONE	19	1.0	85	4.4	267	13.8
INVALID OR NO RESPONSE	134	6.9	534	27.6	867	44.7

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE
IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	161	8.3	343	17.7
1 TO 3 YEARS	569	29.4	350	18.1
4 TO 7 YEARS	721	37.2	152	7.8
8 TO 15 YEARS	391	20.2	89	4.6
16 OR MORE YEARS	78	4.0	69	3.6
NONE	5	0.3	317	16.4
INVALID OR NO RESPONSE	13	0.7	618	31.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1938 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER — ALL SUBJECTS	1270	65.5
SPECIAL CLASS TEACHER — SPECIFIC SUBJECT(S)	285	14.7
REGULAR CLASSROOM TEACHER	118	6.1
RESOURCE ROOM TEACHER	42	2.2
CLINICIAN/THERAPIST/PATHOLOGIST	41	2.1
DIAGNOSTIC/PRESCRIPTIVE TEACHER	32	1.7
HOME/HOSPITAL-BOUND TEACHER	13	0.7
ITINERANT TEACHER	12	0.6
MEDIA SPECIALIST OR LIBRARIAN	3	0.2
ITINERANT RESOURCE PERSON	3	0.2
OTHER	98	5.1
INVALID OR NO RESPONSE	21	1.1

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
5 TO 9	763	39.4
10 TO 19	741	38.2
40 OR MORE	186	9.6
20 TO 29	108	5.6
4 OR FEWER	71	3.7
30 TO 39	62	3.2
INVALID OR NO RESPONSE	7	0.4

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH SMALL GROUPS (2 TO 6 STUDENTS)	1041	53.7
WITH INDIVIDUAL STUDENTS	554	28.6
WITH LARGER GROUPS (7 OR MORE STUDENTS)	323	16.7
INVALID OR NO RESPONSE	20	1.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1938 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
ALL AGES	336	17.3
5 TO 8	322	16.6
9 TO 11	260	13.4
12 AND OLDER	244	12.6
15 TO 17	207	10.7
12 TO 14	187	9.6
18 AND OLDER	139	7.2
4 AND YOUNGER	107	5.5
11 AND YOUNGER	103	5.3
INVALID OR NO RESPONSE	33	1.7

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	1659	85.6
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	279	14.4
PRIVATE OR NONPUBLIC AGENCY	0	0.0
OTHER AGENCY	0	0.0
INVALID OR NO RESPONSE	0	0.0

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	1080	55.7
REGULAR SCHOOL	858	44.3
SPECIAL EDUCATION RESIDENTIAL SCHOOL	0	0.0
DEVELOPMENTAL CENTER	0	0.0
CLINIC OR REHABILITATION AGENCY	0	0.0
HOSPITAL	0	0.0
OTHER FACILITY	0	0.0
INVALID OR NO RESPONSE	0	0.0

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1938 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
100 TO 249	558	28.8
250 TO 499	504	26.0
LESS THAN 100	495	25.5
500 TO 999	248	12.8
1,000 OR MORE	96	5.0
NOT APPLICABLE	19	1.0
INVALID OR NO RESPONSE	18	0.9

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
TOWN (25,000 OR UNDER)	424	21.9
SMALL CITY (25,000 — 100,000)	379	19.6
MEDIUM-SIZE CITY (100,000 — 500,000)	331	17.1
LARGE CITY (500,000 OR LARGER)	271	14.0
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	191	9.9
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	175	9.0
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	149	7.7
INVALID OR NO RESPONSE	18	0.9

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION L. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF PUBLIC SCHOOL TEACHERS

SUBSECTION L PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "PUBLIC SCHOOL TEACHER" IS DEFINED IN THE INTRODUCTION TO SUBSECTION K.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER RIGHT CORNER OF EACH PAGE, OPPOSITE THE DESCRIPTION OF THE RESPONDENT POPULATION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP.

THE ANALYSIS PRESENTED IN THIS SUBSECTION CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN BY THE SUBGROUP OF PUBLIC SCHOOL TEACHERS, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF THESE TEACHERS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS IN THIS SUBGROUP, INDICATED IN THE UPPER RIGHT CORNER OF THE PAGE.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF PUBLIC SCHOOL TEACHERS' RESPONSES TO THE STUDENT CHARACTERISTICS (INTEREST LEVEL, FUNCTIONAL LEVEL, AND HANDICAP AREA) APPEAR ON PAGE 1 OF THIS ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF PUBLIC SCHOOL TEACHERS MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE TEACHERS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE PUBLIC SCHOOL TEACHERS IN THESE HANDICAP AREAS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF PUBLIC SCHOOL TEACHERS (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1938 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
DRESSING, GROOMING AND PERSONAL HYGIENE	341	17.6
ATTENDING/RESPONDING	338	17.4
JOB PREPARATION/SKILLS DEVELOPMENT	252	13.0
APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL	248	12.8
APPROPRIATE RESPONSE TO OTHERS	234	12.1
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	233	12.0
FINE MOTOR DEVELOPMENT	179	9.2
SOCIAL INTERACTION	159	8.2
GROSS MOTOR DEVELOPMENT	153	7.9
PRODUCTION OF PHRASES, SENTENCES	150	7.7
CONCEPT DEVELOPMENT/GENERALIZATION	142	7.3
REASONING/DECISION MAKING SKILLS	130	6.7
TOILETING	118	6.1
USE OF MONEY	116	6.0
FEEDING AND EATING	116	6.0
SELF-EXPRESSION	109	5.6
PRODUCTION OF WORDS	95	4.9
LISTENING SKILLS	93	4.8
SELF-MOTIVATION	92	4.7
BASIC SENSORY AWARENESS	90	4.6
SENSORY MOTOR INTEGRATION	87	4.5

TEACHERS OF MULTIPLY HANDICAPPED
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PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1938 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	5630	96.8
TOTAL NUMBER OF RESPONSES POSSIBLE	5814	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	306	5.4
PRE-SCHOOL	879	15.6
PRIMARY	1460	25.9
PRE-ADOLESCENT	1051	18.7
ADOLESCENT	1309	23.3
YOUNG ADULT	538	9.6
INVALID OR NO RESPONSE	87	1.5

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	786	14.0
PRE-SCHOOL, AGES 3-4	1708	30.3
PRIMARY, GRADES K-3	2006	35.6
INTERMEDIATE, GRADES 4-6	392	7.0
JUNIOR HIGH, GRADES 7-9	166	2.9
HIGH SCHOOL, GRADES 10-12	155	2.8
INTERMEDIATE AND BELOW	184	3.3
JUNIOR AND SENIOR HIGH	169	3.0
INVALID OR NO RESPONSE	64	1.1

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED	3510	62.3
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	930	16.5
MULTIPLY HANDICAPPED	794	14.1
SEVERELY AND PROFOUNDLY HANDICAPPED	344	6.1
INVALID OR NO RESPONSE	52	0.9

TEACHERS OF MULTIPLY HANDICAPPED
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PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1938 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

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TOTAL NUMBER OF RESPONSES POSSIBLE	5814	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	373	6.6
3 TO 5	1044	18.5
6 TO 10	2028	36.0
11 TO 15	1030	18.3
16 OR MORE	881	15.6
INVALID OR NO RESPONSE	274	4.9

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 41099 AND 63721 MIDPOINT 52410

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	2871	51.0
MANIPULATIVE OBJECTS AND TOOLS	2716	48.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	2319	41.2
MAPS, CHARTS, PICTURES, FLASHCARDS	1913	34.0
FLANNEL BOARD MATERIALS	1743	31.0
FILMSTRIPS, SLIDES	1568	27.9
CASSETTE/REEL-TO-REEL TAPES, RECORDS	1474	26.2
WORKBOOKS, WORKTEXTS	1442	25.6
FILMS, FILMLOOPS	1303	23.1
MODELS	1069	19.0
SOUND FILMSTRIPS, SOUND SLIDES	1041	18.5
MAGAZINES, SPECIALIZED COMIC BOOKS	919	16.3
MULTIMEDIA KITS	828	14.7
AUDIO FLASHCARDS	679	12.1
LARGE TYPE PRINT MATERIALS	651	11.6
VIDEOTAPES, CLOSED-CIRCUIT TV	467	8.3
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	435	7.7
SELF-INSTR./COMPUTER-ASSISTED MTRLS	401	7.1
BRAILLE MATERIALS	44	0.8

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	2555	45.4
GAMES, TOYS, PUZZLES	2445	43.4
WORKBOOKS, WORKTEXTS	2436	43.3
MANIPULATIVE OBJECTS AND TOOLS	2430	43.2
MULTIMEDIA KITS	2246	39.9
FILMSTRIPS, SLIDES	2182	38.8
FILMS, FILMLOOPS	2112	37.5
SOUND FILMSTRIPS, SOUND SLIDES	2080	36.9
CASSETTE/REEL-TO-REEL TAPES, RECORDS	1897	33.7
MAGAZINES, SPECIALIZED COMIC BOOKS	1761	31.3
MAPS, CHARTS, PICTURES, FLASHCARDS	1683	29.9
VIDEOTAPES, CLOSED-CIRCUIT TV	1652	29.3
SELF-INSTR./COMPUTER-ASSISTED MTRLS	1604	28.5
FLANNEL BOARD MATERIALS	1576	28.0
LARGE TYPE PRINT MATERIALS	1531	27.2
MODELS	1461	26.0
AUDIO FLASHCARDS	1446	25.7
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	1115	19.8
BRAILLE MATERIALS	454	8.1

TEACHERS OF MULTIPLY HANDICAPPED
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PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1938 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	5630	96.8
TOTAL NUMBER OF RESPONSES POSSIBLE	5814	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	2189	38.9
DON'T KNOW OF ANY MATERIALS AVAILABLE	886	15.7
AVAILABLE MATERIALS POOR IN QUALITY	765	13.6
AVAILABLE MATERIALS TOO COSTLY	720	12.8
INVALID OR NO RESPONSE	1070	19.0

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	2193	39.0
INTEREST LEVEL INAPPROPRIATE	2117	37.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1953	34.7
CONCEPT LEVEL INAPPROPRIATE	1599	28.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	1493	26.5
NOT RELEVANT TO MY CURRICULUM	1462	26.0
POOR SEQUENCING OF LEARNING COMPONENTS	1030	18.3
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	773	13.7
LANGUAGE LEVEL NOT UNIFORM	581	10.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	335	6.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	2099	37.3
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	1926	34.2
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	1579	28.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	1526	27.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	1440	25.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	1080	19.2
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	1027	18.2
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	888	15.8
NO ADAPTIVE EQUIPMENT AVAILABLE	732	13.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	699	12.4
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	554	9.8
INADEQUATE TEACHER DIRECTIONS	415	7.4
REQUIRES TOO MUCH TEACHER TRAINING	325	5.8
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	1471	26.1
POOR DURABILITY	890	15.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	849	15.1
POOR AUDIO QUALITY	340	6.0
DIFFICULT TO OPERATE AND/OR USE	289	5.1
DIFFICULT TO STORE/NOT PORTABLE	264	4.7
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	223	4.0
INADEQUATE HEALTH AND SAFETY FEATURES	190	3.4

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION M. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (N), "INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHER" IS DEFINED AS A RESPONDENT WHO INDICATED IN THE DEMOGRAPHIC SECTION (PAGE 11) OF THE QUESTIONNAIRE EITHER

(1) THAT HE IS EMPLOYED BY THE LOCAL PUBLIC SCHOOL DISTRICT OR A STATE AGENCY OTHER THAN THE STATE EDUCATION AGENCY (QUESTION 8) AND THAT HE WORKS PRIMARILY AT A SPECIAL EDUCATION RESIDENTIAL SCHOOL, DEVELOPMENTAL CENTER, CLINIC OR REHABILITATION AGENCY, HOSPITAL, OR OTHER FACILITY (QUESTION 9),

OR (2) THAT HE IS EMPLOYED BY A PRIVATE OR NONPUBLIC AGENCY OR OTHER AGENCY (QUESTION 8) REGARDLESS OF THE TYPE OF FACILITY IN WHICH HE WORKS (QUESTION 9).

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER RIGHT CORNER OF THE PAGE, OPPOSITE THE RESPONDENT POPULATION DESCRIPTION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
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INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1477 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	152	10.3	213	14.4	290	19.6
BACHELOR'S DEGREE	299	20.2	353	23.9	215	14.6
WORK BEYOND THE B.A.	510	34.5	275	18.6	89	6.0
MASTER'S DEGREE	230	15.6	79	5.3	18	1.2
WORK BEYOND THE M.A.	104	7.0	58	3.9	22	1.5
PH.D., ED.D.	4	0.3	3	0.2	1	0.1
NONE	34	2.3	86	5.8	190	12.9
INVALID OR NO RESPONSE	144	9.7	410	27.8	652	44.1

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	153	10.4	310	21.0
1 TO 3 YEARS	564	38.2	225	15.2
4 TO 7 YEARS	483	32.7	113	7.7
8 TO 15 YEARS	208	14.1	63	4.3
16 OR MORE YEARS	45	3.0	26	1.8
NONE	6	0.4	219	14.8
INVALID OR NO RESPONSE	18	1.2	521	35.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1477 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER -- ALL SUBJECTS	674	45.6
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	264	17.9
REGULAR CLASSROOM TEACHER	136	9.2
DIAGNOSTIC/PRESCRIPTIVE TEACHER	67	4.5
CLINICIAN/THERAPIST/PATHOLOGIST	39	2.6
HOME/HOSPITAL-BOUND TEACHER	39	2.6
RESOURCE ROOM TEACHER	15	1.0
ITINERANT TEACHER	7	0.5
ITINERANT RESOURCE PERSON	7	0.5
MEDIA SPECIALIST OR LIBRARIAN	3	0.2
OTHER	199	13.5
INVALID OR NO RESPONSE	27	1.8

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
10 TO 19	521	35.3
5 TO 9	421	28.5
40 OR MORE	232	15.7
20 TO 29	159	10.8
30 TO 39	78	5.3
4 OR FEWER	53	3.6
INVALID OR NO RESPONSE	13	0.9

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH SMALL GROUPS (2 TO 6 STUDENTS)	739	50.0
WITH INDIVIDUAL STUDENTS	486	32.9
WITH LARGER GROUPS (7 OR MORE STUDENTS)	228	15.4
INVALID OR NO RESPONSE	24	1.6

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
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INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1477 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
ALL AGES	357	24.2
18 AND OLDER	346	23.4
12 AND OLDER	221	15.0
15 TO 17	145	9.8
12 TO 14	108	7.3
5 TO 8	96	6.5
9 TO 11	87	5.9
4 AND YOUNGER	71	4.8
11 AND YOUNGER	38	2.6
INVALID OR NO RESPONSE	8	0.5

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	792	53.6
LOCAL PUBLIC SCHOOL DISTRICT	240	16.2
PRIVATE OR NONPUBLIC AGENCY	59	4.0
OTHER AGENCY	386	26.1
INVALID OR NO RESPONSE	0	0.0

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
SPECIAL EDUCATION RESIDENTIAL SCHOOL	590	39.9
DEVELOPMENTAL CENTER	271	18.3
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	214	14.5
HOSPITAL	143	9.7
REGULAR SCHOOL	47	3.2
CLINIC OR REHABILITATION AGENCY	21	1.4
OTHER FACILITY	186	12.6
INVALID OR NO RESPONSE	5	0.3

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
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INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1477 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
100 TO 249	453	30.7
LESS THAN 100	344	23.3
250 TO 499	322	21.8
500 TO 999	198	13.4
1,000 OR MORE	75	5.1
NOT APPLICABLE	71	4.8
INVALID OR NO RESPONSE	14	0.9

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
TOWN (25,000 OR UNDER)	389	26.3
SMALL CITY (25,000 -- 100,000)	226	15.3
MEDIUM-SIZE CITY (100,000 -- 500,000)	220	14.9
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	189	12.8
LARGE CITY (500,000 OR LARGER)	166	11.2
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	147	10.0
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	129	8.7
INVALID OR NO RESPONSE	11	0.7

USERS' GUIDE TO NNA ANALYSIS

SECTION 1. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 6: TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED

SUBSECTION N. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS

SUBSECTION N PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHER" IS DEFINED IN THE INTRODUCTION TO SUBSECTION M.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER RIGHT CORNER OF EACH PAGE, OPPOSITE THE DESCRIPTION OF THE RESPONDENT POPULATION. BELOW IT APPEARS THE NUMBER OF RESPONDENTS IN THIS SUBGROUP.

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PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS' RESPONSES TO THE STUDENT CHARACTERISTICS (INTEREST LEVEL, FUNCTIONAL LEVEL, AND HANDICAP AREA) APPEAR ON PAGE 1 OF THIS ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE FOUR PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS IN THESE HANDICAP AREAS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE TEACHERS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-4 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS FORMAT PREFERENCES AND INADEQUACIES PERCEIVED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS IN THESE HANDICAP AREAS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1477 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
ATTENDING/RESPONDING	427	28.9
DRESSING, GROOMING AND PERSONAL HYGIENE	269	18.2
APPROPRIATE RESPONSE TO OTHERS	182	12.3
BASIC SENSORY AWARENESS	168	11.4
APPROPRIATE DISPLAY OF EMOTIONS, SELF-CONTROL	159	10.8
FINE MOTOR DEVELOPMENT	151	10.2
FEEDING AND EATING	151	10.2
GROSS MOTOR DEVELOPMENT	144	9.7
JOB PREPARATION/SKILLS DEVELOPMENT	126	8.5
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, TRAVEL, USE OF PUBLIC SERVICES)	118	8.0
TOILETING	112	7.6
MOTOR IMPULSE CONTROL (E.G., STEREOTYPED MOVEMENTS, SELF ABUSE)	107	7.2
CONCEPT DEVELOPMENT/GENERALIZATION	106	7.2
SOCIAL INTERACTION	106	7.2
BODY AWARENESS	72	4.9
SENSORY MOTOR INTEGRATION	71	4.8
USE OF MONEY	69	4.7
PRESPEECH MOTOR ACTIVITIES (E.G., SUCKING, CHEWING, GENERAL IMITATION)	64	4.3
REASONING/DECISION MAKING SKILLS	56	3.8
SELF-EXPRESSION	56	3.8
SIGNING/FINGER SPELLING	54	3.7

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1477 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	4323	97.6
TOTAL NUMBER OF RESPONSES POSSIBLE	4431	

DISTRIBUTION OF INTEREST LEVEL	FREQ.	PCT
INFANT	499	11.5
PRE-SCHOOL	819	18.9
PRIMARY	625	14.5
PRE-ADOLESCENT	647	15.0
ADOLESCENT	872	20.2
YOUNG ADULT	830	19.2
INVALID OR NO RESPONSE	31	0.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1328	30.7
PRE-SCHOOL, AGES 3-4	1322	30.6
PRIMARY, GRADES K-3	1078	24.9
INTERMEDIATE, GRADES 4-6	212	4.9
JUNIOR HIGH, GRADES 7-9	58	1.3
HIGH SCHOOL, GRADES 10-12	74	1.7
INTERMEDIATE AND BELOW	124	2.9
JUNIOR AND SENIOR HIGH	92	2.1
INVALID OR NO RESPONSE	35	0.8

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SEVERELY AND PROFOUNDLY MENTALLY RETARDED	1799	41.6
MODERATELY (TRAINABLE) MENTALLY RETARDED	1382	32.0
MULTIPLY HANDICAPPED	562	13.0
SEVERELY AND PROFOUNDLY HANDICAPPED	542	12.5
INVALID OR NO RESPONSE	38	0.9

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1477 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	4323	97.6
TOTAL NUMBER OF RESPONSES POSSIBLE	4431	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	187	4.3
3 TO 5	654	15.1
6 TO 10	1367	31.6
11 TO 15	707	16.4
16 OR MORE	1199	27.7
INVALID OR NO RESPONSE	209	4.8

APPROXIMATE NUMBER OF TARGET STUDENTS FOR THESE PRIORITY AREAS: BETWEEN 37312 AND 57894 MIDPOINT 47603

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 25.)

Q2A FOR THESE PRIORITY AREAS, INDICATE WHICH MEDIA AND MATERIALS FORMATS YOU ARE USING THIS YEAR

	FREQ.	PCT
GAMES, TOYS, PUZZLES	2371	54.8
MANIPULATIVE OBJECTS AND TOOLS	2336	54.0
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1605	37.1
MAPS, CHARTS, PICTURES, FLASHCARDS	1238	28.6
FLANNEL BOARD MATERIALS	1188	2[illegible].5
CASSETTE/REEL-TO-REEL TAPES, RECORDS	1149	26.6
FILMSTRIPS, SLIDES	1022	23.6
FILMS, FILMLOOPS	909	21.0
MODELS	816	18.9
WORKBOOKS, WORKTEXTS	768	17.8
SOUND FILMSTRIPS, SOUND SLIDES	760	17.6
MAGAZINES, SPECIALIZED COMIC BOOKS	670	15.5
MULTIMEDIA KITS	534	12.[illegible]
LARGE TYPE PRINT MATERIALS	529	12.2
AUDIO FLASHCARDS	415	9.6
VIDEOTAPES, CLOSED-CIRCUIT TV	393	9.1
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	332	7.7
SELF-INSTR./COMPUTER-ASSISTED MTRLS	325	7.5
BRAILLE MATERIALS	84	1.9

Q2B FOR THESE PRIORITY AREAS, INDICATE FORMATS IN WHICH NEW OR IMPROVED MEDIA AND MATERIALS SHOULD BE DEVELOPED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	1968	45.5
MANIPULATIVE OBJECTS AND TOOLS	1955	45.2
TEXTBOOKS/REFERENCE/LIBRARY BOOKS	1877	43.4
WORKBOOKS, WORKTEXTS	1498	34.7
SOUND FILMSTRIPS, SOUND SLIDES	1471	34.0
FILMS, FILMLOOPS	1454	33.6
MULTIMEDIA KITS	1430	33.1
FILMSTRIPS, SLIDES	1413	32.7
CASSETTE/REEL-TO-REEL TAPES, RECORDS	1357	31.4
MAGAZINES, SPECIALIZED COMIC BOOKS	1256	29.1
VIDEOTAPES, CLOSED-CIRCUIT TV	1213	28.1
MAPS, CHARTS, PICTURES, FLASHCARDS	1210	28.0
FLANNEL BOARD MATERIALS	1187	27.5
MODELS	1145	26.5
SELF-INSTR./COMPUTER-ASSISTED MTRLS	1044	24.1
LARGE TYPE PRINT MATERIALS	1001	23.2
AUDIO FLASHCARDS	996	23.0
CAPTIONED FILMS/CAPTIONED FILMSTRIPS	809	18.7
BRAILLE MATERIALS	483	11.2

TEACHERS OF MULTIPLY HANDICAPPED
SEVERELY AND PROFOUNDLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

INSTITUTIONAL AND NON-PUBLIC SCHOOL TEACHERS
NATIONAL REPORT
1477 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	4323	97.6
TOTAL NUMBER OF RESPONSES POSSIBLE	4431	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	1786	41.3
DON'T KNOW OF ANY MATERIALS AVAILABLE	675	15.6
AVAILABLE MATERIALS POOR IN QUALITY	558	12.9
AVAILABLE MATERIALS TOO COSTLY	500	11.6
INVALID OR NO RESPONSE	804	18.6

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
INTEREST LEVEL INAPPROPRIATE	1691	39.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	1521	35.2
NOT ENOUGH REPETITION, REINFORCEMENT	1403	32.5
CONCEPT LEVEL INAPPROPRIATE	1396	32.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1362	31.5
NOT RELEVANT TO MY CURRICULUM	1332	30.8
POOR SEQUENCING OF LEARNING COMPONENTS	722	16.7
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	571	13.2
LANGUAGE LEVEL NOT UNIFORM	389	9.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	292	6.8
USE		
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	1579	36.5
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	1504	34.8
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	1212	28.0
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	1170	27.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	879	20.3
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	695	16.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	676	15.6
NO ADAPTIVE EQUIPMENT AVAILABLE	635	14.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	615	14.2
AVAILABLE ADAPTIVE EQUIPMENT INADEQUATE	501	11.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	471	10.9
INADEQUATE TEACHER DIRECTIONS	285	6.6
REQUIRES TOO MUCH TEACHER TRAINING	247	5.7
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	1275	29.5
POOR DURABILITY	812	18.8
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	587	13.6
DIFFICULT TO OPERATE AND/OR USE	287	6.6
POOR AUDIO QUALITY	272	6.3
DIFFICULT TO STORE/NOT PORTABLE	224	5.2
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	210	4.9
INADEQUATE HEALTH AND SAFETY FEATURES	193	4.5

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION A. DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION

ON THE FOLLOWING THREE PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION ABOVE. PRESENTED FOR EACH QUESTION, 2 THROUGH 10, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN SPECIAL EDUCATION		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	238	11.8	97	4.8	292	14.5
BACHELOR'S DEGREE	54	2.7	238	11.8	245	12.2
WORK BEYOND THE B.A.	181	9.0	181	9.0	122	6.1
MASTER'S DEGREE	329	16.3	295	14.6	78	3.9
WORK BEYOND THE M.A.	781	38.8	624	31.0	181	9.0
PH.D., ED.D.	75	3.7	90	4.5	14	0.7
NONE	61	3.0	28	1.4	170	8.4
INVALID OR NO RESPONSE	296	14.7	462	22.9	913	45.3

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE THREE CATEGORIES BELOW

	SPECIAL EDUCATION SUPERVISION		TEACHING THE HANDICAPPED		OTHER EDUCATION WORK	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	193	9.6	110	5.5	121	6.0
1 TO 3 YEARS	562	27.9	455	22.6	387	19.2
4 TO 7 YEARS	565	28.0	556	27.6	358	17.8
8 TO 15 YEARS	297	14.7	352	17.5	340	16.9
16 OR MORE YEARS	71	3.5	110	5.5	282	14.0
NONE	135	6.7	167	8.3	149	7.4
INVALID OR NO RESPONSE	192	9.5	265	13.2	378	18.8

Q4 WHAT IS YOUR PRIMARY ROLE AT THE PRESENT TIME

	FREQ.	PCT
SUPERVISOR	1287	63.9
MEDIA SPECIALIST OR LIBRARIAN	169	8.4
CURRICULUM DEVELOPMENT SPECIALIST	74	3.7
INSERVICE TRAINING SPECIALIST	44	2.2
OTHER	395	19.6
INVALID OR NO RESPONSE	46	2.3

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q5 HOW MANY SPECIAL EDUCATION TEACHERS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
30 OR MORE	561	27.8
10 TO 19	552	27.4
9 OR FEWER	541	26.8
20 TO 29	328	16.3
INVALID OR NO RESPONSE	33	1.6

Q6 FOR THE HANDICAP AREAS LISTED BELOW:

	MARK THE SPECIALTIES OF TEACHERS YOU CURRENTLY WORK WITH		MARK THE TYPES OF HANDICAPPED STUDENTS YOU HAVE TAUGHT	
	FREQ.	PCT	FREQ.	PCT
SPEECH AND LANGUAGE IMPAIRED	1390	69.0	707	35.1
EDUCABLE MENTALLY RETARDED	1366	67.8	1088	54.0
SPECIFIC LEARNING DISABLED	1267	62.9	887	44.0
TRAINABLE AND/OR SEVERELY MENTALLY RETARDED	1000	49.6	610	30.3
EMOTIONALLY DISTURBED	974	48.3	798	39.6
MULTIPLY AND/OR SEVERELY HANDICAPPED	858	42.6	496	24.6
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	803	39.9	516	25.6
DEAF AND HARD OF HEARING	800	39.7	487	24.2
BLIND AND VISUALLY IMPAIRED	544	27.0	253	12.6
NOT CATEGORICALLY DEFINED	351	17.4	315	15.6

Q7 WHAT CHRONOLOGICAL AGE CATEGORY BEST DESCRIBES THE STUDENTS TAUGHT BY THE TEACHERS YOU ARE WORKING WITH

	FREQ.	PCT
ALL AGES	1364	67.7
11 AND YOUNGER	138	6.8
9 TO 11	109	5.4
12 AND OLDER	101	5.0
5 TO 8	65	3.2
15 TO 17	55	2.7
18 AND OLDER	50	2.5
12 TO 14	42	2.1
4 AND YOUNGER	26	1.3
INVALID OR NO RESPONSE	65	3.2

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	1406	69.8
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	302	15.0
PRIVATE OR NONPUBLIC AGENCY	71	3.5
OTHER AGENCY	207	10.3
INVALID OR NO RESPONSE	29	1.4

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
REGULAR SCHOOL	1054	52.3
SPECIAL EDUCATION RESIDENTIAL SCHOOL	262	13.0
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	239	11.9
DEVELOPMENTAL CENTER	61	3.0
HOSPITAL	33	1.6
CLINIC OR REHABILITATION AGENCY	10	0.5
OTHER FACILITY	313	15.5
INVALID OR NO RESPONSE	43	2.1

Q10 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
TOWN (25,000 OR UNDER)	441	21.9
SMALL CITY (25,000 -- 100,000)	368	18.3
MEDIUM-SIZE CITY (100,000 -- 500,000)	264	13.1
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	255	12.7
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	233	11.6
LARGE CITY (500,000 OR LARGER)	215	10.7
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	199	9.9
INVALID OR NO RESPONSE	40	2.0

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION B. DISTRIBUTION OF ALL CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

PRESENTED ON THE FOLLOWING TWO PAGES ARE THE CURRICULUM AREAS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE ABOVE RESPONDENT POPULATION--THE DOMAIN FROM WHICH THE RESPONDENT'S TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT WERE SELECTED. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. THE CURRICULULM AREAS ARE GROUPED WITHIN EITHER SPECIALIZED OR TRADITIONAL CLUSTERS IN DECREASING FREQUENCY ORDER.

THE FREQUENCY FOR EITHER THE SPECIALIZED OR TRADITIONAL CLUSTERS THEMSELVES IS DETERMINED BY THE NUMBER OF RESPONDENTS WHO SELECTED AT LEAST ONE CURRICULUM AREA WITHIN THAT CLUSTER AMONG THEIR TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT.*

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*IN CASES WHERE A RESPONDENT CHOSE TWO OR ALL THREE CURRICULUM AREAS WITHIN A GIVEN CLUSTER, HE STILL IS COUNTED AS ONLY ONE RESPONDENT FOR THAT CLUSTER. CONSEQUENTLY, THE TOTAL CLUSTER FREQUENCY IS NOT, IN GENERAL, EQUAL TO THE SUM OF THE FREQUENCIES OF CURRICULUM AREAS WITHIN THAT CLUSTER.

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
SPECIALIZED CURRICULUM AREAS	1757	87.2
APPROPRIATE SOCIAL BEHAVIOR	548	27.2
SELF-CONCEPT	359	17.8
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	322	16.0
CAREER EDUCATION	306	15.2
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)	300	14.9
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	291	14.4
INTERPERSONAL RELATIONS	220	10.9
SELF-CARE SKILLS (E.G., EATING, GROOMING)	219	10.9
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	204	10.1
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	194	9.6
BASIC PERCEPTUAL AWARENESS	151	7.5
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	118	5.9
AUDITORY PERCEPTION, DEVELOPMENT AND FUNCTIONING	87	4.3
VISUAL PERCEPTION, DEVELOPMENT AND FUNCTIONING	76	3.8
LOCOMOTION AND ADAPTIVE MOVEMENT	65	3.2
VOCAL DEVELOPMENT (PRESPEECH MOTOR ACTIVITIES; PRODUCTION OF SPEECH SOUNDS)	57	2.8
SENSORY MOTOR INTEGRATION	57	2.8
GROSS MOTOR DEVELOPMENT	56	2.8
LIFE-LONG LEISURE SKILLS	53	2.6
SPECIALIZED COMMUNICATION DEVICES (E.G., USE OF HEARING AIDS, TYPEWRITERS)	47	2.3
SELF-EXPRESSION	43	2.1
FINE MOTOR DEVELOPMENT	38	1.9
TACTILE PERCEPTION, DEVELOPMENT AND FUNCTIONING	24	1.2
MEDICAL KNOWLEDGE ABOUT DISABILITY	24	1.2
INDEPENDENT MOVEMENT AND TRAVEL TECHNIQUES FOR THE BLIND	22	1.1
USE AND MAINTENANCE OF PERSONAL REHABILITATION EQUIPMENT	10	0.5
KINESTHETIC PERCEPTION	8	0.4

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF CURRICULUM AREAS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT (CONT)

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
TRADITIONAL CURRICULUM AREAS	978	48.5
READING COMPREHENSION AND APPRECIATION	281	13.9
REMEDIAL READING	215	10.7
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	157	7.8
HUMAN SEXUALITY (SEX EDUCATION)	107	5.3
READING READINESS SKILLS	102	5.1
ORAL LANGUAGE ARTS (E.G., ORAL EXPRESSION, STYLE, FLUENCY)	74	3.7
WORD ATTACK SKILLS	67	3.3
READING VOCABULARY DEVELOPMENT	66	3.3
SOCIAL SCIENCE	59	2.9
MATHEMATICS COMPUTATION	57	2.8
NATURAL AND PHYSICAL SCIENCE	43	2.1
STUDY AND REFERENCE SKILLS	42	2.1
MATHEMATICS PROBLEM SOLVING	32	1.6
PHYSICAL EDUCATION	32	1.6
MEASUREMENT, TIME, MONEY	26	1.3
MATHEMATICS READINESS (E.G., SET CONCEPTS, COUNTING)	18	0.9
HEALTH AND SAFETY EDUCATION	18	0.9
FRACTIONS, DECIMALS, PERCENTAGES, RATIOS	10	0.5
DRUG EDUCATION (DRUGS, ALCOHOL, TOBACCO)	8	0.4
FINE ARTS AND MUSIC	4	0.2
GEOMETRY, ALGEBRA	1	0.0

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION C. LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

ON THE FOLLOWING PAGE IS A LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA AND MATERIALS DEVELOPMENT SELECTED BY THE RESPONDENT POPULATION ABOVE. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. THE CURRICULUM AREAS APPEAR IN DECREASING FREQUENCY ORDER.

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
APPROPRIATE SOCIAL BEHAVIOR	548	27.2
SELF-CONCEPT	359	17.8
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	322	16.0
CAREER EDUCATION	306	15.2
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)	300	14.9
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	291	14.4
READING COMPREHENSION AND APPRECIATION	281	13.9
INTERPERSONAL RELATIONS	220	10.9
SELF-CARE SKILLS (E.G., EATING, GROOMING)	219	10.9
REMEDIAL READING	215	10.7
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	204	10.1
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	194	9.6
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	157	7.8
BASIC PERCEPTUAL AWARENESS	151	7.5
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	118	5.9
HUMAN SEXUALITY (SEX EDUCATION)	107	5.3
READING READINESS SKILLS	102	5.1

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION D. ANALYSES OF THE PRIORITY-RELATED QUESTIONS FOR EACH OF THE CURRICULUM AREAS LISTED IN SUBSECTION C

EACH OF THE HIGHEST PRIORITY CURRICULUM AREAS LISTED IN SUBSECTION C WAS EXPLORED IN DEPTH THROUGH A SERIES OF QUESTIONS ANSWERED BY THE RESPONDENT POPULATION IN RELATION TO THAT PRIORITIZED CURRICULUM AREA. JUST BELOW THE DESCRIPTION OF THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF EACH PAGE, THE PRIORITIZED CURRICULUM AREA IS IDENTIFIED. TO ITS RIGHT APPEAR THE NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHOSE THAT PARTICULAR CURRICULUM AREA AS EITHER THEIR FIRST, SECOND, OR THIRD PRIORITY. FOR EXAMPLE, THE CURRICULUM AREA "APPROPRIATE SOCIAL BEHAVIOR" IS THE MOST FREQUENTLY CITED AS AN AREA OF HIGH PRIORITY MATERIALS NEEDS, CHOSEN BY 548 RESPONDENTS OR 27.2% OF RESPONDENT POPULATION 7.

BELOW THE NUMBER OF RESPONDENTS WHO CHOSE THIS CURRICULUM AREA AT LEAST ONCE APPEARS THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES THAT THE CURRICULUM AREA WAS SELECTED.* IN THE CASE OF OUR EXAMPLE, THE TOTAL FREQUENCY OF RESPONSE WAS 567. IT IS THIS FIGURE, THE TOTAL FREQUENCY OF RESPONSES TO THE CURRICULUM AREA, WHICH SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND THE THREE PRIORITY RELATED QUESTIONS IN THE IN-DEPTH ANALYSIS.

THIS SUBSECTION CONSISTS OF A SEQUENCE OF THREE-PAGE ANALYSES OF THE PRIORITY-RELATED QUESTIONS, ONE SUCH SET FOR EACH PRIORITIZED CURRICULUM AREA LISTED IN SUBSECTION C. IN EACH CASE, PAGE 1 PRESENTS THE DISTRIBUTIONS OF SELECTED CHARACTERISTICS (I.E., CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND HANDICAP AREA) OF STUDENTS FOR WHOM MATERIALS NEEDS IN THE GIVEN CURRICULUM AREA ARE OF HIGHEST PRIORITY. THE MOST FREQUENTLY SELECTED LEVEL FOR ANY CHARACTERISTIC INDICATES THE TYPE OF STUDENT FOR WHICH THE NEED IS MOST CRITICAL. IN THE EXAMPLE, THE CURRICULUM AREA "APPROPRIATE SOCIAL BEHAVIOR" IS MOST CRITICAL FOR STUDENTS AGED 12-14 AND 9-11 (WITH 21.5% AND 16.2% OF THE TOTAL RESPONSES, RESPECTIVELY), WHO FUNCTION AT INTERMEDIATE (24.3%) AND PRIMARY (22.4%) SCHOOL LEVELS, AND WHO ARE EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED (70.9%).

PAGES 2 AND 3 OF EACH THREE-PAGE ANALYSIS CONTAIN THE RESPONSE FREQUENCIES TO THE THREE PRIORITY-RELATED QUESTIONS WHICH APPEARED ON PAGES 4 AND 5 OF THE QUESTIONNAIRE.

THE FIRST QUESTION ASKS THE NUMBER OF TEACHERS WHO HAVE EXPRESSED A NEED FOR MATERIALS IN THIS PRIORITY AREA. FROM THESE DATA, AN ESTIMATE OF THE NUMBER OF TEACHERS REQUESTING MATERIALS DEVELOPMENT IN THIS PARTICULAR CURRICULUM AREA IS DERIVED. THIS ESTIMATE, TOGETHER WITH AN APPROXIMATE RANGE, APPEARS BELOW THE QUESTION. FOR THE EXAMPLE, THE ESTIMATED TARGET FIGURE IS 4,415 TEACHERS, WITH A RANGE BETWEEN 3,260 AND 5,569.

THE OTHER TWO QUESTIONS DEAL WITH INADEQUACIES OF CURRENTLY AVAILABLE MATERIALS IN THIS PARTICULAR CURRICULUM AREA, AND PREFERENCES FOR FORMATS IN WHICH MATERIALS DEVELOPMENT IS NEEDED.

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*RECALL THAT EACH CURRICULUM AREA WAS CHOSEN IN CONJUNCTION WITH A SET OF STUDENT CHARACTERISTICS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET, ALONG WITH THE CURRICULUM AREAS. IT IS THUS POSSIBLE (THOUGH IT TURNED OUT TO BE RARE) THAT A RESPONDENT COULD CHOOSE THE SAME CURRICULUM AREA TWO OR EVEN THREE TIMES (E.G., AS A FIRST PRIORITY FOR STUDENTS AT ONE AGE LEVEL, SAY, AND AS A SECOND AND/OR THIRD PRIORITY FOR STUDENTS AT ANOTHER AGE LEVEL). THUS, THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA MAY BE GREATER THAN THE NUMBER OF RESPONDENTS WHO CHOSE IT.

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE SOCIAL BEHAVIOR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	548	27.2
TOTAL RESPONSES TO THIS PRIORITY AREA	567	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	8	1.4
5 TO 8	43	7.6
9 TO 11	92	16.2
12 TO 14	122	21.5
15 TO 17	72	12.7
18 AND OVER	38	6.7
11 AND YOUNGER	77	13.6
12 AND OLDER	111	19.6
INVALID OR NO RESPONSE	4	0.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	6	1.1
PRE-SCHOOL, AGES 3-4	50	8.8
PRIMARY, GRADES K-3	127	22.4
INTERMEDIATE, GRADES 4-6	138	24.3
JUNIOR HIGH, GRADES 7-9	79	13.9
HIGH SCHOOL, GRADES 10-12	21	3.7
INTERMEDIATE AND BELOW	80	14.1
JUNIOR AND SENIOR HIGH	58	10.2
INVALID OR NO RESPONSE	8	1.4

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	402	70.9
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	57	10.1
MILDLY (EDUCABLE) MENTALLY RETARDED	37	6.5
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	25	4.4
SPECIFIC LEARNING DISABLED	24	4.2
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	9	1.6
DEAF AND HARD OF HEARING	7	1.2
BLIND AND VISUALLY IMPAIRED	3	0.5
SPEECH AND LANGUAGE IMPAIRED	2	0.4
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	1	0.2
INVALID OR NO RESPONSE	0	0.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA ANC MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE SOCIAL BEHAVIOR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	548	27.2
TOTAL RESPONSES TO THIS PRIORITY AREA	567	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	107	18.9
3 TO 5	163	28.7
6 TO 8	123	21.7
9 TO 14	74	13.1
15 OR MORE	84	14.8
INVALID OR NO RESPONSE	16	2.8

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 3260 AND 5569 MIDPOINT 4415

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	159	28.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	211	37.2
INTEREST LEVEL INAPPROPRIATE	158	27.9
AVAILABLE MATERIALS TOO COSTLY	148	26.1
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	142	25.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	141	24.9
LOW CHILD APPEAL	140	24.7
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	132	23.3
CONCEPT LEVEL INAPPROPRIATE	124	21.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	122	21.5
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	104	18.3
POOR SEQUENCING OF LEARNING COMPONENTS	80	14.1
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	61	10.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	46	8.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	40	7.1
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	40	7.1
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	15	2.6

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: APPROPRIATE SOCIAL BEHAVIOR

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	548	27.2
TOTAL RESPONSES TO THIS PRIORITY AREA	567	

Q3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS ..	256	45.1
CASSETTE TAPES	246	43.4
16MM FILMS	243	42.9
MULTIMEDIA KITS	236	41.6
REGULAR TYPE WORKBOOKS, WORKTEXTS	219	38.6
SOUND FILMSTRIPS	214	37.7
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	200	35.3
GAMES, TOYS, PUZZLES	199	35.1
PROGRAMMED INSTRUCTIONAL TEXTS	178	31.4
FILMSTRIPS	172	30.3
MANIPULATIVE OBJECTS AND TOOLS	163	28.7
REGULAR TYPE TEXTBOOKS	146	25.7
REGULAR TYPE REFERENCE/LIBRARY BOOKS	141	24.9
RECORDS	136	24.0
MODELS	119	21.0
8MM FILMS	111	19.6
CAPTIONED FILMS, SLIDES, FILMSTRIPS	107	18.9
SLIDES	98	17.3
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	97	17.1
MAPS, CHARTS, PICTURES	95	16.8
AUDIO FLASHCARDS	80	14.1
SOUND SLIDES	79	13.9
FLANNEL BOARD MATERIALS	72	12.7
FILMLOOPS	65	11.5
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	62	10.9
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	51	9.0
LARGE TYPE WORKBOOKS, WORKTEXTS	50	8.8
REEL-TO-REEL TAPES	37	6.5
LARGE TYPE TEXTBOOKS	32	5.6
LARGE TYPE REFERENCE/LIBRARY BOOKS	26	4.6
BRAILLE WORKBOOKS, WORKTEXTS	11	1.9
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	11	1.9
BRAILLE REFERENCE/LIBRARY BOOKS	10	1.8
BRAILLE TEXTBOOKS	8	1.4

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-CONCEPT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	359	17.8
TOTAL RESPONSES TO THIS PRIORITY AREA	389	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	10	2.6
5 TO 8	37	9.5
9 TO 11	89	22.9
12 TO 14	88	22.6
15 TO 17	34	8.7
18 AND OVER	4	1.0
11 AND YOUNGER	60	15.4
12 AND OLDER	62	15.9
INVALID OR NO RESPONSE	5	1.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	0.3
PRE-SCHOOL, AGES 3-4	26	6.7
PRIMARY, GRADES K-3	106	27.2
INTERMEDIATE, GRADES 4-6	87	22.4
JUNIOR HIGH, GRADES 7-9	56	14.4
HIGH SCHOOL, GRADES 10-12	17	4.4
INTERMEDIATE AND BELOW	50	12.9
JUNIOR AND SENIOR HIGH	40	10.3
INVALID OR NO RESPONSE	6	1.5

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	165	42.4
MILDLY (EDUCABLE) MENTALLY RETARDED	72	18.5
SPECIFIC LEARNING DISABLED	65	16.7
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	29	7.5
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	17	4.4
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	13	3.3
DEAF AND HARD OF HEARING	11	2.8
BLIND AND VISUALLY IMPAIRED	7	1.8
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	7	1.8
SPEECH AND LANGUAGE IMPAIRED	2	0.5
INVALID OR NO RESPONSE	1	0.3

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-CONCEPT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	359	17.8
TOTAL RESPONSES TO THIS PRIORITY AREA	389	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	71	18.3
3 TO 5	107	27.5
6 TO 8	77	19.8
9 TO 14	53	13.6
15 OR MORE	64	16.5
INVALID OR NO RESPONSE	17	4.4

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 2291 AND 3955 MIDPOINT 3123

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	71	18.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	145	37.3
AVAILABLE MATERIALS TOO COSTLY	116	29.8
INTEREST LEVEL INAPPROPRIATE	106	27.2
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	101	26.0
LOW CHILD APPEAL	94	24.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	90	23.1
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	87	22.4
CONCEPT LEVEL INAPPROPRIATE	78	20.1
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	77	19.8
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	70	18.0
POOR SEQUENCING OF LEARNING COMPONENTS	57	14.7
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	45	11.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	33	8.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	29	7.5
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	27	6.9
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	19	4.9

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-CONCEPT

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	359	17.8
TOTAL RESPONSES TO THIS PRIORITY AREA	389	

Q3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS ..	185	47.6
CASSETTE TAPES	168	43.2
MULTIMEDIA KITS	167	42.9
16MM FILMS	164	42.2
REGULAR TYPE WORKBOOKS, WORKTEXTS	148	38.0
GAMES, TOYS, PUZZLES	138	35.5
SOUND FILMSTRIPS	133	34.2
FILMSTRIPS	129	33.2
PROGRAMMED INSTRUCTIONAL TEXTS	120	30.8
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	118	30.3
MANIPULATIVE OBJECTS AND TOOLS	117	30.1
RECORDS	101	26.0
REGULAR TYPE TEXTBOOKS	99	25.4
MODELS	90	23.1
MAPS, CHARTS, PICTURES	87	22.4
REGULAR TYPE REFERENCE/LIBRARY BOOKS	84	21.6
8MM FILMS	82	21.1
CAPTIONED FILMS, SLIDES, FILMSTRIPS	81	20.8
FLANNEL BOARD MATERIALS	77	19.8
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	77	19.8
AUDIO FLASHCARDS	68	17.5
SLIDES	64	16.5
FILMLOOPS	59	15.2
LARGE TYPE WORKBOOKS, WORKTEXTS	52	13.4
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	52	13.4
SOUND SLIDES	51	13.1
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	38	9.8
LARGE TYPE REFERENCE/LIBRARY BOOKS	35	9.0
LARGE TYPE TEXTBOOKS	34	8.7
REEL-TO-REEL TAPES	34	8.7
BRAILLE WORKBOOKS, WORKTEXTS	12	3.1
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	10	2.6
BRAILLE TEXTBOOKS	8	2.1
BRAILLE REFERENCE/LIBRARY BOOKS	6	1.5

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	322	16.0
TOTAL RESPONSES TO THIS PRIORITY AREA	335	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	1	0.3
5 TO 8	1	0.3
9 TO 11	24	7.2
12 TO 14	42	12.5
15 TO 17	95	28.4
18 AND OVER	39	11.6
11 AND YOUNGER	9	2.7
12 AND OLDER	122	36.4
INVALID OR NO RESPONSE	2	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	17	5.1
PRIMARY, GRADES K-3	79	23.6
INTERMEDIATE, GRADES 4-6	65	19.4
JUNIOR HIGH, GRADES 7-9	36	10.7
HIGH SCHOOL, GRADES 10-12	23	6.9
INTERMEDIATE AND BELOW	35	10.4
JUNIOR AND SENIOR HIGH	76	22.7
INVALID OR NO RESPONSE	4	1.2

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MILDLY (EDUCABLE) MENTALLY RETARDED	137	40.9
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	91	27.2
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	32	9.6
SPECIFIC LEARNING DISABLED	19	5.7
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	15	4.5
DEAF AND HARD OF HEARING	13	3.9
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	10	3.0
BLIND AND VISUALLY IMPAIRED	9	2.7
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	5	1.5
SPEECH AND LANGUAGE IMPAIRED	3	0.9
INVALID OR NO RESPONSE	1	0.3

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	322	16.0
TOTAL RESPONSES TO THIS PRIORITY AREA	335	

C1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	67	20.0
3 TO 5	109	32.5
6 TO 8	79	23.6
9 TO 14	34	10.1
15 OR MORE	40	11.9
INVALID OR NO RESPONSE	6	1.8

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 1774 AND 2987 MIDPOINT 2381

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	39	11.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	167	49.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	147	43.9
INTEREST LEVEL INAPPROPRIATE	130	38.8
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	122	36.4
AVAILABLE MATERIALS TOO COSTLY	111	33.1
CONCEPT LEVEL INAPPROPRIATE	108	32.2
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	106	31.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	95	28.4
LOW CHILD APPEAL	88	26.3
POOR SEQUENCING OF LEARNING COMPONENTS	75	22.4
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	59	17.6
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	48	14.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	43	12.8
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	34	10.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	32	9.6
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	14	4.2

SPECIAL EDUCATION SUPERVISORS
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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	322	16.0
TOTAL RESPONSES TO THIS PRIORITY AREA	335	

Q3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
REGULAR TYPE WORKBOOKS, WORKTEXTS	194	57.9
MULTIMEDIA KITS	179	53.4
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	170	50.7
MANIPULATIVE OBJECTS AND TOOLS	170	50.7
CASSETTE TAPES	158	47.2
16MM FILMS	145	43.3
FILMSTRIPS	143	42.7
SOUND FILMSTRIPS	137	40.9
MAPS, CHARTS, PICTURES	126	37.6
PROGRAMMED INSTRUCTIONAL TEXTS	123	36.7
GAMES, TOYS, PUZZLES	120	35.8
MODELS	115	34.3
REGULAR TYPE TEXTBOOKS	111	33.1
REGULAR TYPE REFERENCE/LIBRARY BOOKS	92	27.5
RECORDS	90	26.9
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	87	26.0
SLIDES	79	23.6
LARGE TYPE WORKBOOKS, WORKTEXTS	78	23.3
CAPTIONED FILMS, SLIDES, FILMSTRIPS	75	22.4
FLANNEL BOARD MATERIALS	73	21.8
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	72	21.5
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	72	21.5
AUDIO FLASHCARDS	69	20.6
8MM FILMS	65	19.4
FILMLOOPS	54	16.1
LARGE TYPE TEXTBOOKS	50	14.9
SOUND SLIDES	50	14.9
LARGE TYPE REFERENCE/LIBRARY BOOKS	34	10.1
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	28	8.4
REEL-TO-REEL TAPES	23	6.9
BRAILLE WORKBOOKS, WORKTEXTS	21	6.3
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	20	6.0
BRAILLE TEXTBOOKS	15	4.5
BRAILLE REFERENCE/LIBRARY BOOKS	13	3.9

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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	306	15.2
TOTAL RESPONSES TO THIS PRIORITY AREA	350	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	5	1.4
9 TO 11	13	3.7
12 TO 14	39	11.1
15 TO 17	137	39.1
18 AND OVER	20	5.7
11 AND YOUNGER	7	2.0
12 AND OLDER	123	35.1
INVALID OR NO RESPONSE	6	1.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	2	0.6
PRIMARY, GRADES K-3	51	14.6
INTERMEDIATE, GRADES 4-6	63	18.0
JUNIOR HIGH, GRADES 7-9	38	10.9
HIGH SCHOOL, GRADES 10-12	54	15.4
INTERMEDIATE AND BELOW	35	10.0
JUNIOR AND SENIOR HIGH	103	29.4
INVALID OR NO RESPONSE	4	1.1

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MILDLY (EDUCABLE) MENTALLY RETARDED	131	37.4
SPECIFIC LEARNING DISABLED	53	15.1
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	41	11.7
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	32	9.1
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	28	8.0
DEAF AND HARD OF HEARING	23	6.6
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	18	5.1
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	11	3.1
BLIND AND VISUALLY IMPAIRED	9	2.6
SPEECH AND LANGUAGE IMPAIRED	1	0.3
INVALID OR NO RESPONSE	3	0.9

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	306	15.2
TOTAL RESPONSES TO THIS PRIORITY AREA	350	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	50	14.3
3 TO 5	117	33.4
6 TO 8	70	20.0
9 TO 14	43	12.3
15 OR MORE	62	17.7
INVALID OR NO RESPONSE	8	2.3

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 2138 AND 3707 MIDPOINT 2923

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	48	13.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	163	46.6
INTEREST LEVEL INAPPROPRIATE	133	38.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	133	38.0
AVAILABLE MATERIALS TOO COSTLY	131	37.4
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	117	33.4
CONCEPT LEVEL INAPPROPRIATE	104	29.7
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	100	28.6
LOW CHILD APPEAL	93	26.6
POOR SEQUENCING OF LEARNING COMPONENTS	76	21.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	76	21.7
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	60	17.1
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	50	14.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	36	10.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	29	8.3
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	25	7.1
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	15	4.3

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MEDIA SPECIALISTS/LIBRARIANS
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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: CAREER EDUCATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	306	15.2
TOTAL RESPONSES TO THIS PRIORITY AREA	350	

Q3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
REGULAR TYPE WORKBOOKS, WORKTEXTS	192	54.9
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	185	52.9
CASSETTE TAPES	171	48.9
MULTIMEDIA KITS	170	48.6
16MM FILMS	157	44.9
MANIPULATIVE OBJECTS AND TOOLS	154	44.0
PROGRAMMED INSTRUCTIONAL TEXTS	143	40.9
SOUND FILMSTRIPS	128	36.6
FILMSTRIPS	115	32.9
REGULAR TYPE TEXTBOOKS	114	32.6
REGULAR TYPE REFERENCE/LIBRARY BOOKS	110	31.4
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	109	31.1
MODELS	107	30.6
MAPS, CHARTS, PICTURES	94	26.9
CAPTIONED FILMS, SLIDES, FILMSTRIPS	83	23.7
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	76	21.7
GAMES, TOYS, PUZZLES	73	20.9
SLIDES	72	20.6
8MM FILMS	63	18.0
RECORDS	63	18.0
SOUND SLIDES	57	16.3
LARGE TYPE WORKBOOKS, WORKTEXTS	55	15.7
FILMLOOPS	54	15.4
AUDIO FLASHCARDS	49	14.0
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	47	13.4
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	45	12.9
LARGE TYPE TEXTBOOKS	43	12.3
FLANNEL BOARD MATERIALS	32	9.1
LARGE TYPE REFERENCE/LIBRARY BOOKS	30	8.6
REEL-TO-REEL TAPES	25	7.1
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	22	6.3
BRAILLE REFERENCE/LIBRARY BOOKS	19	5.4
BRAILLE WORKBOOKS, WORKTEXTS	19	5.4
BRAILLE TEXTBOOKS	17	4.9

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	300	14.9
TOTAL RESPONSES TO THIS PRIORITY AREA	331	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	29	8.8
5 TO 8	65	19.6
9 TO 11	63	19.0
12 TO 14	33	10.0
15 TO 17	23	6.9
18 AND OVER	10	3.0
11 AND YOUNGER	59	17.8
12 AND OLDER	45	13.6
INVALID OR NO RESPONSE	4	1.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	21	6.3
PRE-SCHOOL, AGES 3-4	61	18.4
PRIMARY, GRADES K-3	114	34.4
INTERMEDIATE, GRADES 4-6	51	15.4
JUNIOR HIGH, GRADES 7-9	16	4.8
HIGH SCHOOL, GRADES 10-12	5	1.5
INTERMEDIATE AND BELOW	34	10.3
JUNIOR AND SENIOR HIGH	26	7.9
INVALID OR NO RESPONSE	3	0.9

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SPECIFIC LEARNING DISABLED	119	36.0
MILDLY (EDUCABLE) MENTALLY RETARDED	43	13.0
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	43	13.0
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	37	11.2
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	28	8.5
SPEECH AND LANGUAGE IMPAIRED	19	5.7
DEAF AND HARD OF HEARING	14	4.2
BLIND AND VISUALLY IMPAIRED	12	3.6
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	11	3.3
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	3	0.9
INVALID OR NO RESPONSE	2	0.6

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	300	14.9
TOTAL RESPONSES TO THIS PRIORITY AREA	331	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	65	19.6
3 TO 5	92	27.8
6 TO 8	53	16.0
9 TO 14	50	15.1
15 OR MORE	62	18.7
INVALID OR NO RESPONSE	9	2.7

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 2039 AND 3574 MIDPOINT 2807

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	54	16.3
CONCEPT LEVEL INAPPROPRIATE	110	33.2
AVAILABLE MATERIALS TOO COSTLY	109	32.9
INTEREST LEVEL INAPPROPRIATE	104	31.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	103	31.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	103	31.1
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	99	29.9
POOR SEQUENCING OF LEARNING COMPONENTS	95	28.7
LOW CHILD APPEAL	81	24.5
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	72	21.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	72	21.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	62	18.7
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	58	17.5
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	42	12.7
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	39	11.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	35	10.6
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	19	5.7

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	300	14.9
TOTAL RESPONSES TO THIS PRIORITY AREA	331	

C3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	189	57.1
MULTIMEDIA KITS	158	47.7
GAMES, TOYS, PUZZLES	157	47.4
REGULAR TYPE WORKBOOKS, WORKTEXTS	153	46.2
CASSETTE TAPES	137	41.4
PROGRAMMED INSTRUCTIONAL TEXTS	124	37.5
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	105	31.7
REGULAR TYPE TEXTBOOKS	103	31.1
FILMSTRIPS	103	31.1
SOUND FILMSTRIPS	102	30.8
REGULAR TYPE REFERENCE/LIBRARY BOOKS	96	29.0
MAPS, CHARTS, PICTURES	90	27.2
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	85	25.7
AUDIO FLASHCARDS	82	24.8
16MM FILMS	81	24.5
FLANNEL BOARD MATERIALS	81	24.5
MODELS	80	24.2
RECORDS	75	22.7
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	74	22.4
CAPTIONED FILMS, SLIDES, FILMSTRIPS	65	19.6
LARGE TYPE WORKBOOKS, WORKTEXTS	54	16.3
SOUND SLIDES	52	15.7
SLIDES	45	13.6
FILMLOOPS	43	13.0
LARGE TYPE TEXTBOOKS	42	12.7
8MM FILMS	42	12.7
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	38	11.5
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	38	11.5
LARGE TYPE REFERENCE/LIBRARY BOOKS	32	9.7
REEL-TO-REEL TAPES	20	6.0
BRAILLE WORKBOOKS, WORKTEXTS	13	3.9
BRAILLE TEXTBOOKS	11	3.3
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	9	2.7
BRAILLE REFERENCE/LIBRARY BOOKS	8	2.4

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	291	14.4
TOTAL RESPONSES TO THIS PRIORITY AREA	313	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	34	10.9
5 TO 8	92	29.4
9 TO 11	50	16.0
12 TO 14	19	6.1
15 TO 17	11	3.5
18 AND OVER	3	1.0
11 AND YOUNGER	66	21.1
12 AND OLDER	36	11.5
INVALID OR NO RESPONSE	2	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	15	4.8
PRE-SCHOOL, AGES 3-4	74	23.6
PRIMARY, GRADES K-3	111	35.5
INTERMEDIATE, GRADES 4-6	39	12.5
JUNIOR HIGH, GRADES 7-9	10	3.2
HIGH SCHOOL, GRADES 10-12	5	1.6
INTERMEDIATE AND BELOW	41	13.1
JUNIOR AND SENIOR HIGH	16	5.1
INVALID OR NO RESPONSE	2	0.6

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SPEECH AND LANGUAGE IMPAIRED	127	40.6
DEAF AND HARD OF HEARING	41	13.1
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	38	12.1
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	36	11.5
SPECIFIC LEARNING DISABLED	27	8.6
MILDLY (EDUCABLE) MENTALLY RETARDED	16	5.1
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	12	3.8
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	8	2.6
BLIND AND VISUALLY IMPAIRED	4	1.3
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	4	1.3
INVALID OR NO RESPONSE	0	0.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	291	14.4
TOTAL RESPONSES TO THIS PRIORITY AREA	313	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	64	20.4
3 TO 5	94	30.0
6 TO 8	68	21.7
9 TO 14	39	12.5
15 OR MORE	38	12.1
INVALID OR NO RESPONSE	10	3.2

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 1675 AND 2828 MIDPOINT 2252

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	45	14.4
AVAILABLE MATERIALS TOO COSTLY	112	35.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	88	28.1
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	86	27.5
POOR SEQUENCING OF LEARNING COMPONENTS	85	27.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	83	26.5
INTEREST LEVEL INAPPROPRIATE	79	25.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	77	24.6
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	77	24.6
CONCEPT LEVEL INAPPROPRIATE	68	21.7
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	64	20.4
LOW CHILD APPEAL	61	19.5
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	44	14.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	42	13.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	31	9.9
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	29	9.3
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	11	3.5

SPECIAL EDUCATION SUPERVISORS
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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	291	14.4
TOTAL RESPONSES TO THIS PRIORITY AREA	313	

C3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
GAMES, TOYS, PUZZLES	131	41.9
MULTIMEDIA KITS	128	40.9
CASSETTE TAPES	123	39.3
MANIPULATIVE OBJECTS AND TOOLS	122	39.0
REGULAR TYPE WORKBOOKS, WORKTEXTS	117	37.4
AUDIO FLASHCARDS	101	32.3
PROGRAMMED INSTRUCTIONAL TEXTS	93	29.7
FLANNEL BOARD MATERIALS	92	29.4
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	87	27.8
RECORDS	78	24.9
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	70	22.4
MAPS, CHARTS, PICTURES	68	21.7
FILMSTRIPS	64	20.4
16MM FILMS	63	20.1
REGULAR TYPE TEXTBOOKS	61	19.5
SOUND FILMSTRIPS	59	18.8
MODELS	58	18.5
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	54	17.3
REGULAR TYPE REFERENCE/LIBRARY BOOKS	43	13.7
CAPTIONED FILMS, SLIDES, FILMSTRIPS	43	13.7
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	41	13.1
LARGE TYPE WORKBOOKS, WORKTEXTS	38	12.1
FILMLOOPS	36	11.5
SOUND SLIDES	33	10.5
SLIDES	31	9.9
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	26	8.3
8MM FILMS	24	7.7
REEL-TO-REEL TAPES	22	7.0
LARGE TYPE TEXTBOOKS	20	6.4
LARGE TYPE REFERENCE/LIBRARY BOOKS	15	4.8
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	15	4.8
BRAILLE WORKBOOKS, WORKTEXTS	7	2.2
BRAILLE TEXTBOOKS	5	1.6
BRAILLE REFERENCE/LIBRARY BOOKS	4	1.3

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING COMPREHENSION AND APPRECIATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	281	13.9
TOTAL RESPONSES TO THIS PRIORITY AREA	331	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	25	7.6
9 TO 11	86	26.0
12 TO 14	62	18.7
15 TO 17	41	12.4
18 AND OVER	5	1.5
11 AND YOUNGER	43	13.0
12 AND OLDER	61	18.4
INVALID OR NO RESPONSE	8	2.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	5	1.5
PRIMARY, GRADES K-3	104	31.4
INTERMEDIATE, GRADES 4-6	97	29.3
JUNIOR HIGH, GRADES 7-9	29	8.8
HIGH SCHOOL, GRADES 10-12	9	2.7
INTERMEDIATE AND BELOW	43	13.0
JUNIOR AND SENIOR HIGH	39	11.8
INVALID OR NO RESPONSE	5	1.5

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SPECIFIC LEARNING DISABLED	126	38.1
MILDLY (EDUCABLE) MENTALLY RETARDED	72	21.8
DEAF AND HARD OF HEARING	60	18.1
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	24	7.3
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	19	5.7
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	10	3.0
BLIND AND VISUALLY IMPAIRED	8	2.4
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	5	1.5
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	3	0.9
SPEECH AND LANGUAGE IMPAIRED	2	0.6
INVALID OR NO RESPONSE	2	0.6

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CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING COMPREHENSION AND APPRECIATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	281	13.9
TOTAL RESPONSES TO THIS PRIORITY AREA	331	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	53	16.0
3 TO 5	76	23.0
6 TO 8	84	25.4
9 TO 14	47	14.2
15 OR MORE	60	18.1
INVALID OR NO RESPONSE	11	3.3

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 2108 AND 3616 MIDPOINT 2862

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	21	6.3
INTEREST LEVEL INAPPROPRIATE	188	56.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	145	43.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	140	42.3
LOW CHILD APPEAL	130	39.3
AVAILABLE MATERIALS TOO COSTLY	119	36.0
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	109	32.9
CONCEPT LEVEL INAPPROPRIATE	90	27.2
POOR SEQUENCING OF LEARNING COMPONENTS	73	22.1
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	69	20.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	56	16.9
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	53	16.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	42	12.7
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	41	12.4
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	38	11.5
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	23	6.9
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	10	3.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING COMPREHENSION AND APPRECIATION

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	281	13.9
TOTAL RESPONSES TO THIS PRIORITY AREA	331	

C3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	191	57.7
REGULAR TYPE WORKBOOKS, WORKTEXTS	186	56.2
REGULAR TYPE TEXTBOOKS	158	47.7
REGULAR TYPE REFERENCE/LIBRARY BOOKS	147	44.4
MULTIMEDIA KITS	127	38.4
PROGRAMMED INSTRUCTIONAL TEXTS	117	35.3
CASSETTE TAPES	114	34.4
FILMSTRIPS	94	28.4
MAPS, CHARTS, PICTURES	92	27.8
CAPTIONED FILMS, SLIDES, FILMSTRIPS	88	26.6
MANIPULATIVE OBJECTS AND TOOLS	85	25.7
GAMES, TOYS, PUZZLES	80	24.2
SOUND FILMSTRIPS	78	23.6
16MM FILMS	75	22.7
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	64	19.3
AUDIO FLASHCARDS	62	18.7
LARGE TYPE TEXTBOOKS	58	17.5
MODELS	58	17.5
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	57	17.2
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	55	16.6
RECORDS	53	16.0
LARGE TYPE REFERENCE/LIBRARY BOOKS	52	15.7
LARGE TYPE WORKBOOKS, WORKTEXTS	52	15.7
FILMLOOPS	41	12.4
FLANNEL BOARD MATERIALS	40	12.1
SLIDES	34	10.3
8MM FILMS	31	9.4
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	27	8.2
SOUND SLIDES	21	6.3
REEL-TO-REEL TAPES	20	6.0
BRAILLE REFERENCE/LIBRARY BOOKS	12	3.6
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	12	3.6
BRAILLE TEXTBOOKS	9	2.7
BRAILLE WORKBOOKS, WORKTEXTS	9	2.7

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: INTERPERSONAL RELATIONS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	220	10.9
TOTAL RESPONSES TO THIS PRIORITY AREA	234	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	2	0.9
5 TO 8	22	9.4
9 TO 11	31	13.2
12 TO 14	43	18.4
15 TO 17	35	15.0
18 AND OVER	17	7.3
11 AND YOUNGER	25	10.7
12 AND OLDER	58	24.8
INVALID OR NO RESPONSE	1	0.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	5	2.1
PRE-SCHOOL, AGES 3-4	8	3.4
PRIMARY, GRADES K-3	37	15.8
INTERMEDIATE, GRADES 4-6	58	24.8
JUNIOR HIGH, GRADES 7-9	40	17.1
HIGH SCHOOL, GRADES 10-12	17	7.3
INTERMEDIATE AND BELOW	26	11.1
JUNIOR AND SENIOR HIGH	39	16.7
INVALID OR NO RESPONSE	4	1.7

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	137	58.5
MILDLY (EDUCABLE) MENTALLY RETARDED	26	11.1
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	15	6.4
SPECIFIC LEARNING DISABLED	14	6.0
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	14	6.0
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	11	4.7
DEAF AND HARD OF HEARING	4	1.7
SPEECH AND LANGUAGE IMPAIRED	4	1.7
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	4	1.7
BLIND AND VISUALLY IMPAIRED	3	1.3
INVALID OR NO RESPONSE	2	0.9

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: INTERPERSONAL RELATIONS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	220	10.9
TOTAL RESPONSES TO THIS PRIORITY AREA	234	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA?

	FREQ.	PCT
1 OR 2	37	15.8
3 TO 5	69	29.5
6 TO 8	46	19.7
9 TO 14	37	15.8
15 OR MORE	38	16.2
INVALID OR NO RESPONSE	7	3.0

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 1423 AND 2445 MIDPOINT 1934

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	63	26.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	97	41.5
AVAILABLE MATERIALS TOO COSTLY	75	32.1
INTEREST LEVEL INAPPROPRIATE	71	30.3
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	62	26.5
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	59	25.2
LOW CHILD APPEAL	59	25.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	53	22.6
CONCEPT LEVEL INAPPROPRIATE	52	22.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	47	20.1
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	40	17.1
POOR SEQUENCING OF LEARNING COMPONENTS	31	13.2
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	23	9.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	21	9.0
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	14	6.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	11	4.7
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	11	4.7

SPRING, 1978 NATIONAL NEEDS ASSESSMENT OF EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: INTERPERSONAL RELATIONS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	220	10.9
TOTAL RESPONSES TO THIS PRIORITY AREA	234	

Q3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	128	54.7
CASSETTE TAPES	124	53.0
16MM FILMS	112	47.9
MULTIMEDIA KITS	111	47.4
REGULAR TYPE WORKBOOKS, WORKTEXTS	108	46.2
SOUND FILMSTRIPS	97	41.5
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	88	37.6
GAMES, TOYS, PUZZLES	74	31.6
FILMSTRIPS	67	28.6
PROGRAMMED INSTRUCTIONAL TEXTS	67	28.6
REGULAR TYPE TEXTBOOKS	62	26.5
MANIPULATIVE OBJECTS AND TOOLS	61	26.1
CAPTIONED FILMS, SLIDES, FILMSTRIPS	54	23.1
RECORDS	52	22.2
8MM FILMS	50	21.4
REGULAR TYPE REFERENCE/LIBRARY BOOKS	44	18.8
MODELS	43	18.4
FILMLOOPS	40	17.1
MAPS, CHARTS, PICTURES	39	16.7
SLIDES	38	16.2
SOUND SLIDES	34	14.5
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	31	13.2
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	25	10.7
FLANNEL BOARD MATERIALS	25	10.7
AUDIO FLASHCARDS	24	10.3
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	24	10.3
LARGE TYPE WORKBOOKS, WORKTEXTS	23	9.8
REEL-TO-REEL TAPES	17	7.3
LARGE TYPE TEXTBOOKS	16	6.8
BRAILLE MAGAZINES, SPECIALIZED COMIC BOCKS	9	3.8
LARGE TYPE REFERENCE/LIBRARY BOOKS	8	3.4
BRAILLE WORKBOOKS, WORKTEXTS	8	3.4
BRAILLE TEXTBOOKS	7	3.0
BRAILLE REFERENCE/LIBRARY BOOKS	5	2.1

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-CARE SKILLS (E.G., EATING, GROOMING)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	219	10.9
TOTAL RESPONSES TO THIS PRIORITY AREA	232	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	18	7.8
5 TO 8	25	10.8
9 TO 11	26	11.2
12 TO 14	22	9.5
15 TO 17	16	6.9
18 AND OVER	33	14.2
11 AND YOUNGER	44	19.0
12 AND OLDER	46	19.8
INVALID OR NO RESPONSE	2	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	60	25.9
PRE-SCHOOL, AGES 3-4	65	28.0
PRIMARY, GRADES K-3	45	19.4
INTERMEDIATE, GRADES 4-6	20	8.6
JUNIOR HIGH, GRADES 7-9	2	0.9
HIGH SCHOOL, GRADES 10-12	2	0.9
INTERMEDIATE AND BELOW	29	12.5
JUNIOR AND SENIOR HIGH	6	2.6
INVALID OR NO RESPONSE	3	1.3

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	119	51.3
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	82	35.3
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	9	3.9
MILDLY (EDUCABLE) MENTALLY RETARDED	6	2.6
BLIND AND VISUALLY IMPAIRED	5	2.2
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	5	2.2
DEAF AND HARD OF HEARING	2	0.9
SPECIFIC LEARNING DISABLED	2	0.9
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	1	0.4
SPEECH AND LANGUAGE IMPAIRED	1	0.4
INVALID OR NO RESPONSE	0	0.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-CARE SKILLS (E.G., EATING, GROOMING)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	219	10.9
TOTAL RESPONSES TO THIS PRIORITY AREA	232	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	58	25.0
3 TO 5	81	34.9
6 TO 8	35	15.1
9 TO 14	27	11.6
15 OR MORE	24	10.3
INVALID OR NO RESPONSE	7	3.0

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 1114 AND 1899 MIDPOINT 1507

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	53	22.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	79	34.1
AVAILABLE MATERIALS TOO COSTLY	67	28.9
INTEREST LEVEL INAPPROPRIATE	60	25.9
CONCEPT LEVEL INAPPROPRIATE	55	23.7
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	54	23.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	53	22.8
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	53	22.8
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	51	22.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	48	20.7
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	33	14.2
LOW CHILD APPEAL	33	14.2
POOR SEQUENCING OF LEARNING COMPONENTS	31	13.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	29	12.5
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	28	12.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	4.7
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	8	3.4

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: SELF-CARE SKILLS (E.G., EATING, GROOMING)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	219	10.9
TOTAL RESPONSES TO THIS PRIORITY AREA	232	

C3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	143	61.6
GAMES, TOYS, PUZZLES	101	43.5
MULTIMEDIA KITS	88	37.9
16MM FILMS	84	36.2
CASSETTE TAPES	76	32.8
MODELS	76	32.8
RECORDS	74	31.9
FLANNEL BOARD MATERIALS	68	29.3
FILMSTRIPS	66	28.4
SOUND FILMSTRIPS	62	26.7
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	59	25.4
REGULAR TYPE REFERENCE/LIBRARY BOOKS	58	25.0
PROGRAMMED INSTRUCTIONAL TEXTS	55	23.7
MAPS, CHARTS, PICTURES	51	22.0
REGULAR TYPE WORKBOOKS, WORKTEXTS	47	20.3
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	46	19.8
AUDIO FLASHCARDS	39	16.8
REGULAR TYPE TEXTBOOKS	38	16.4
SLIDES	37	15.9
FILMLOOPS	36	15.5
8MM FILMS	34	14.7
LARGE TYPE WORKBOOKS, WORKTEXTS	32	13.8
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	31	13.4
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	31	13.4
CAPTIONED FILMS, SLIDES, FILMSTRIPS	29	12.5
SOUND SLIDES	28	12.1
LARGE TYPE TEXTBOOKS	24	10.3
BRAILLE WORKBOOKS, WORKTEXTS	16	6.9
REEL-TO-REEL TAPES	15	6.5
LARGE TYPE REFERENCE/LIBRARY BOOKS	14	6.0
BRAILLE TEXTBOOKS	13	5.6
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	12	5.2
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	11	4.7
BRAILLE REFERENCE/LIBRARY BOOKS	8	3.4

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEDIAL READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	215	10.7
TOTAL RESPONSES TO THIS PRIORITY AREA	237	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	1	0.4
5 TO 8	24	10.1
9 TO 11	48	20.3
12 TO 14	51	21.5
15 TO 17	38	16.0
18 AND OVER	3	1.3
11 AND YOUNGER	35	14.8
12 AND OLDER	37	15.6
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	4	1.7
PRIMARY, GRADES K-3	76	32.1
INTERMEDIATE, GRADES 4-6	60	25.3
JUNIOR HIGH, GRADES 7-9	18	7.6
HIGH SCHOOL, GRADES 10-12	12	5.1
INTERMEDIATE AND BELOW	38	16.0
JUNIOR AND SENIOR HIGH	27	11.4
INVALID OR NO RESPONSE	2	0.8

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SPECIFIC LEARNING DISABLED	108	45.6
MILDLY (EDUCABLE) MENTALLY RETARDED	46	19.4
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	32	13.5
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	24	10.1
DEAF AND HARD OF HEARING	10	4.2
BLIND AND VISUALLY IMPAIRED	7	3.0
SPEECH AND LANGUAGE IMPAIRED	4	1.7
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	3	1.3
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	2	0.8
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	1	0.4
INVALID OR NO RESPONSE	0	0.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEDIAL READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	215	10.7
TOTAL RESPONSES TO THIS PRIORITY AREA	237	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	36	15.2
3 TO 5	64	27.0
6 TO 8	51	21.5
9 TO 14	33	13.9
15 OR MORE	47	19.8
INVALID OR NO RESPONSE	6	2.5

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 1536 AND 2672 MIDPOINT 2104

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	17	7.2
INTEREST LEVEL INAPPROPRIATE	116	48.9
AVAILABLE MATERIALS TOO COSTLY	96	40.5
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	94	39.7
LOW CHILD APPEAL	85	35.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	81	34.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	79	33.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	57	24.1
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	53	22.4
CONCEPT LEVEL INAPPROPRIATE	47	19.8
POOR SEQUENCING OF LEARNING COMPONENTS	46	19.4
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	39	16.5
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	34	14.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	24	10.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	21	8.9
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	12	5.1
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	3	1.3

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: REMEDIAL READING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	215	10.7
TOTAL RESPONSES TO THIS PRIORITY AREA	237	

Q3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
REGULAR TYPE WORKBOOKS, WORKTEXTS	154	65.0
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	140	59.1
REGULAR TYPE TEXTBOOKS	137	57.8
PROGRAMMED INSTRUCTIONAL TEXTS	115	48.5
MULTIMEDIA KITS	115	48.5
CASSETTE TAPES	111	46.8
REGULAR TYPE REFERENCE/LIBRARY BOOKS	99	41.8
GAMES, TOYS, PUZZLES	83	35.0
MANIPULATIVE OBJECTS AND TOOLS	80	33.8
FILMSTRIPS	79	33.3
SOUND FILMSTRIPS	78	32.9
MAPS, CHARTS, PICTURES	74	31.2
AUDIO FLASHCARDS	71	30.0
CAPTIONED FILMS, SLIDES, FILMSTRIPS	67	28.3
16MM FILMS	63	26.6
MODELS	57	24.1
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	57	24.1
RECORDS	54	22.8
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	48	20.3
FILMLOOPS	40	16.9
FLANNEL BOARD MATERIALS	39	16.5
LARGE TYPE WORKBOOKS, WORKTEXTS	36	15.2
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	36	15.2
LARGE TYPE TEXTBOOKS	34	14.3
SOUND SLIDES	30	12.7
SLIDES	29	12.2
LARGE TYPE REFERENCE/LIBRARY BOOKS	27	11.4
8MM FILMS	24	10.1
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	24	10.1
REEL-TO-REEL TAPES	18	7.6
BRAILLE WORKBOOKS, WORKTEXTS	8	3.4
BRAILLE TEXTBOOKS	6	2.5
BRAILLE REFERENCE/LIBRARY BOOKS	6	2.5
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	6	2.5

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	204	10.1
TOTAL RESPONSES TO THIS PRIORITY AREA	213	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	14	6.6
5 TO 8	56	26.3
9 TO 11	49	23.0
12 TO 14	20	9.4
15 TO 17	9	4.2
18 AND OVER	4	1.9
11 AND YOUNGER	37	17.4
12 AND OLDER	22	10.3
INVALID OR NO RESPONSE	2	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	13	6.1
PRE-SCHOOL, AGES 3-4	37	17.4
PRIMARY, GRADES K-3	89	41.8
INTERMEDIATE, GRADES 4-6	34	16.0
JUNIOR HIGH, GRADES 7-9	5	2.3
HIGH SCHOOL, GRADES 10-12	1	0.5
INTERMEDIATE AND BELOW	23	10.8
JUNIOR AND SENIOR HIGH	9	4.2
INVALID OR NO RESPONSE	2	0.9

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SPECIFIC LEARNING DISABLED	43	20.2
SPEECH AND LANGUAGE IMPAIRED	39	18.3
DEAF AND HARD OF HEARING	30	14.1
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	29	13.6
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	27	12.7
MILDLY (EDUCABLE) MENTALLY RETARDED	25	11.7
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	15	7.0
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	3	1.4
BLIND AND VISUALLY IMPAIRED	1	0.5
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	1	0.5
INVALID OR NO RESPONSE	0	0.0

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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	204	10.1
TOTAL RESPONSES TO THIS PRIORITY AREA	213	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	42	19.7
3 TO 5	56	26.3
6 TO 8	39	18.3
9 TO 14	29	13.6
15 OR MORE	34	16.0
INVALID OR NO RESPONSE	13	6.1

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 1215 AND 2102 MIDPOINT 1659

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	13	6.1
AVAILABLE MATERIALS TOO COSTLY	97	45.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	83	39.0
INTEREST LEVEL INAPPROPRIATE	79	37.1
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	78	36.6
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	70	32.9
LOW CHILD APPEAL	65	30.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	62	29.1
POOR SEQUENCING OF LEARNING COMPONENTS	60	28.2
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	60	28.2
CONCEPT LEVEL INAPPROPRIATE	59	27.7
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	43	20.2
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	39	18.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	34	16.0
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	27	12.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	25	11.7
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	18	8.5

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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	204	10.1
TOTAL RESPONSES TO THIS PRIORITY AREA	213	

C3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
REGULAR TYPE WORKBOOKS, WORKTEXTS	100	46.9
MULTIMEDIA KITS	89	41.8
MANIPULATIVE OBJECTS AND TOOLS	86	40.4
CASSETTE TAPES	84	39.4
GAMES, TOYS, PUZZLES	83	39.0
PROGRAMMED INSTRUCTIONAL TEXTS	83	39.0
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	74	34.7
REGULAR TYPE TEXTBOOKS	69	32.4
REGULAR TYPE REFERENCE/LIBRARY BOOKS	64	30.0
AUDIO FLASHCARDS	61	28.6
MAPS, CHARTS, PICTURES	61	28.6
FLANNEL BOARD MATERIALS	60	28.2
16MM FILMS	50	23.5
SOUND FILMSTRIPS	50	23.5
FILMSTRIPS	46	21.6
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	44	20.7
RECORDS	43	20.2
MODELS	42	19.7
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	39	18.3
CAPTIONED FILMS, SLIDES, FILMSTRIPS	38	17.8
LARGE TYPE WORKBOOKS, WORKTEXTS	35	16.4
LARGE TYPE TEXTBOOKS	27	12.7
SOUND SLIDES	27	12.7
8MM FILMS	26	12.2
SLIDES	26	12.2
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	25	11.7
FILMLOOPS	24	11.3
LARGE TYPE REFERENCE/LIBRARY BOOKS	22	10.3
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	20	9.4
REEL-TO-REEL TAPES	15	7.0
BRAILLE TEXTBOOKS	4	1.9
BRAILLE REFERENCE/LIBRARY BOOKS	3	1.4
BRAILLE WORKBOOKS, WORKTEXTS	3	1.4
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	3	1.4

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	194	9.6
TOTAL RESPONSES TO THIS PRIORITY AREA	201	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	4	2.0
9 TO 11	9	4.5
12 TO 14	29	14.4
15 TO 17	50	24.9
18 AND OVER	36	17.9
11 AND YOUNGER	9	4.5
12 AND OLDER	61	30.3
INVALID OR NO RESPONSE	3	1.5

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	3	1.5
PRE-SCHOOL, AGES 3-4	12	6.0
PRIMARY, GRADES K-3	50	24.9
INTERMEDIATE, GRADES 4-6	39	19.4
JUNIOR HIGH, GRADES 7-9	21	10.4
HIGH SCHOOL, GRADES 10-12	15	7.5
INTERMEDIATE AND BELOW	28	13.9
JUNIOR AND SENIOR HIGH	31	15.4
INVALID OR NO RESPONSE	2	1.0

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MILDLY (EDUCABLE) MENTALLY RETARDED	64	31.8
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	64	31.8
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	24	11.9
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	14	7.0
DEAF AND HARD OF HEARING	12	6.0
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	9	4.5
SPECIFIC LEARNING DISABLED	7	3.5
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	4	2.0
BLIND AND VISUALLY IMPAIRED	3	1.5
SPEECH AND LANGUAGE IMPAIRED	0	0.0
INVALID OR NO RESPONSE	0	0.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	194	9.6
TOTAL RESPONSES TO THIS PRIORITY AREA	201	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	50	24.9
3 TO 5	59	29.4
6 TO 8	30	14.9
9 TO 14	35	17.4
15 OR MORE	22	10.9
INVALID OR NO RESPONSE	5	2.5

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 1052 AND 1785 MIDPOINT 1419

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	45	22.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	92	45.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	76	37.8
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	72	35.8
INTEREST LEVEL INAPPROPRIATE	67	33.3
AVAILABLE MATERIALS TOO COSTLY	64	31.8
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	53	26.[illegible]
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	50	24.9
CONCEPT LEVEL INAPPROPRIATE	48	23.9
LOW CHILD APPEAL	46	22.9
POOR SEQUENCING OF LEARNING COMPONENTS	32	15.9
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	30	14.9
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	29	14.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	17	8.5
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	16	8.0
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	11	5.5
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	8	4.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	194	9.6
TOTAL RESPONSES TO THIS PRIORITY AREA	201	

C3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
MULTIMEDIA KITS	97	48.3
REGULAR TYPE WORKBOOKS, WORKTEXTS	94	46.8
CASSETTE TAPES	88	43.8
MANIPULATIVE OBJECTS AND TOOLS	87	43.3
16MM FILMS	86	42.8
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	81	40.3
SOUND FILMSTRIPS	77	38.3
MAPS, CHARTS, PICTURES	77	38.3
FILMSTRIPS	76	37.8
GAMES, TOYS, PUZZLES	76	37.8
PROGRAMMED INSTRUCTIONAL TEXTS	60	29.9
MODELS	59	29.4
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	59	29.4
SLIDES	56	27.9
REGULAR TYPE REFERENCE/LIBRARY BOOKS	51	25.4
REGULAR TYPE TEXTBOOKS	47	23.4
CAPTIONED FILMS, SLIDES, FILMSTRIPS	47	23.4
AUDIO FLASHCARDS	46	22.9
RECORDS	45	22.4
FLANNEL BOARD MATERIALS	45	22.4
SOUND SLIDES	42	20.9
8MM FILMS	40	19.9
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	40	19.9
LARGE TYPE WORKBOOKS, WORKTEXTS	38	18.9
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	35	17.4
FILMLOOPS	35	17.4
LARGE TYPE TEXTBOOKS	26	12.9
LARGE TYPE REFERENCE/LIBRARY BOOKS	23	11.4
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	16	8.0
REEL-TO-REEL TAPES	11	5.5
BRAILLE WORKBOOKS, WORKTEXTS	10	5.0
BRAILLE REFERENCE/LIBRARY BOOKS	8	4.0
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	8	4.0
BRAILLE TEXTBOOKS	7	3.5

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	157	7.8
TOTAL RESPONSES TO THIS PRIORITY AREA	168	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	10	6.0
9 TO 11	51	30.[illegible]
12 TO 14	36	21.4
15 TO 17	23	13.7
18 AND OVER	1	0.6
11 AND YOUNGER	14	8.3
12 AND OLDER	31	18.5
INVALID OR NO RESPONSE	2	1.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	0	0.0
PRE-SCHOOL, AGES 3-4	3	1.8
PRIMARY, GRADES K-3	47	28.0
INTERMEDIATE, GRADES 4-6	46	27.4
JUNIOR HIGH, GRADES 7-9	17	10.1
HIGH SCHOOL, GRADES 10-12	6	3.6
INTERMEDIATE AND BELOW	17	10.1
JUNIOR AND SENIOR HIGH	29	17.3
INVALID OR NO RESPONSE	3	1.8

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SPECIFIC LEARNING DISABLED	96	57.1
MILDLY (EDUCABLE) MENTALLY RETARDED	24	14.3
DEAF AND HARD OF HEARING	17	10.1
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	15	8.9
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	8	4.8
SPEECH AND LANGUAGE IMPAIRED	2	1.2
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	2	1.2
BLIND AND VISUALLY IMPAIRED	1	0.6
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	1	0.6
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	1	0.6
INVALID OR NO RESPONSE	1	0.6

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	157	7.8
TOTAL RESPONSES TO THIS PRIORITY AREA	168	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	30	17.9
3 TO 5	54	32.1
6 TO 8	32	19.0
9 TO 14	22	13.1
15 OR MORE	27	16.1
INVALID OR NO RESPONSE	3	1.8

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 987 AND 1704 MIDPOINT 1346

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	22	13.1
INTEREST LEVEL INAPPROPRIATE	76	45.2
LOW CHILD APPEAL	71	42.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	64	38.1
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	57	33.9
POOR SEQUENCING OF LEARNING COMPONENTS	54	32.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	53	31.5
AVAILABLE MATERIALS TOO COSTLY	47	28.0
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	44	26.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	39	23.2
CONCEPT LEVEL INAPPROPRIATE	36	21.4
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	28	16.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	24	14.3
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	23	13.7
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	12	7.1
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	7	4.2
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	6	3.6

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	157	7.8
TOTAL RESPONSES TO THIS PRIORITY AREA	168	

C3 . FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
REGULAR TYPE WORKBOOKS, WORKTEXTS	119	70.8
REGULAR TYPE TEXTBOOKS	82	48.8
PROGRAMMED INSTRUCTIONAL TEXTS	82	48.8
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	67	39.9
MULTIMEDIA KITS	57	33.9
CASSETTE TAPES	54	32.1
GAMES, TOYS, PUZZLES	48	28.6
FILMSTRIPS	39	23.2
MANIPULATIVE OBJECTS AND TOOLS	37	22.0
SOUND FILMSTRIPS	36	21.4
MAPS, CHARTS, PICTURES	36	21.4
REGULAR TYPE REFERENCE/LIBRARY BOOKS	34	20.2
AUDIO FLASHCARDS	32	19.0
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	30	17.9
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	30	17.9
LARGE TYPE WORKBOOKS, WORKTEXTS	29	17.3
16MM FILMS	27	16.1
CAPTIONED FILMS, SLIDES, FILMSTRIPS	26	15.5
LARGE TYPE TEXTBOOKS	21	12.5
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	21	12.5
FILMLOOPS	19	11.3
MODELS	19	11.3
RECORDS	18	10.7
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	14	8.3
8MM FILMS	14	8.3
SOUND SLIDES	13	7.7
FLANNEL BOARD MATERIALS	12	7.1
LARGE TYPE REFERENCE/LIBRARY BOOKS	11	6.5
SLIDES	10	6.0
BRAILLE WORKBOOKS, WORKTEXTS	5	3.0
REEL-TO-REEL TAPES	5	3.0
BRAILLE TEXTBOOKS	2	1.2
BRAILLE REFERENCE/LIBRARY BOOKS	2	1.2
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	2	1.2

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: BASIC PERCEPTUAL AWARENESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	151	7.5
TOTAL RESPONSES TO THIS PRIORITY AREA	159	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	18	11.3
5 TO 8	37	23.3
9 TO 11	21	13.2
12 TO 14	14	8.8
15 TO 17	5	3.1
18 AND OVER	8	5.0
11 AND YOUNGER	29	18.2
12 AND OLDER	24	15.1
INVALID OR NO RESPONSE	3	1.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	57	35.8
PRE-SCHOOL, AGES 3-4	29	18.2
PRIMARY, GRADES K-3	37	23.3
INTERMEDIATE, GRADES 4-6	15	9.4
JUNIOR HIGH, GRADES 7-9	5	3.1
HIGH SCHOOL, GRADES 10-12	1	0.6
INTERMEDIATE AND BELOW	11	6.9
JUNIOR AND SENIOR HIGH	4	2.5
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	64	40.3
SPECIFIC LEARNING DISABLED	33	20.8
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	16	10.1
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	11	6.9
MILDLY (EDUCABLE) MENTALLY RETARDED	9	5.7
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	9	5.7
BLIND AND VISUALLY IMPAIRED	6	3.8
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	5	3.1
DEAF AND HARD OF HEARING	4	2.5
SPEECH AND LANGUAGE IMPAIRED	2	1.3
INVALID OR NO RESPONSE	0	0.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: BASIC PERCEPTUAL AWARENESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	151	7.5
TOTAL RESPONSES TO THIS PRIORITY AREA	159	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	36	22.6
3 TO 5	54	34.0
6 TO 8	14	8.8
9 TO 14	16	10.1
15 OR MORE	31	19.5
INVALID OR NO RESPONSE	8	5.0

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 891 AND 1608 MIDPOINT 1250

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	30	18.9
AVAILABLE MATERIALS TOO COSTLY	52	32.7
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	51	32.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	47	29.6
CONCEPT LEVEL INAPPROPRIATE	44	27.7
INTEREST LEVEL INAPPROPRIATE	38	23.9
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	37	23.3
POOR SEQUENCING OF LEARNING COMPONENTS	35	22.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	33	20.8
LOW CHILD APPEAL	33	20.8
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	33	20.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	32	20.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	29	18.2
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	26	16.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	24	15.1
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	18	11.3
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	8	5.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: BASIC PERCEPTUAL AWARENESS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	151	7.5
TOTAL RESPONSES TO THIS PRIORITY AREA	159	

G3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	104	65.4
GAMES, TOYS, PUZZLES	80	50.3
MULTIMEDIA KITS	66	41.5
CASSETTE TAPES	64	40.3
SOUND FILMSTRIPS	53	33.3
16MM FILMS	49	30.8
RECORDS	43	27.0
FLANNEL BOARD MATERIALS	42	26.4
MODELS	37	23.3
PROGRAMMED INSTRUCTIONAL TEXTS	35	22.0
FILMSTRIPS	34	21.4
REGULAR TYPE WORKBOOKS, WORKTEXTS	33	20.8
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	33	20.8
MAPS, CHARTS, PICTURES	31	19.5
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	28	17.6
REGULAR TYPE REFERENCE/LIBRARY BOOKS	27	17.0
AUDIO FLASHCARDS	26	16.4
FILMLOOPS	25	15.7
LARGE TYPE WORKBOOKS, WORKTEXTS	24	15.1
8MM FILMS	23	14.5
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	21	13.2
REGULAR TYPE TEXTBOOKS	20	12.6
SLIDES	20	12.6
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	20	12.6
LARGE TYPE TEXTBOOKS	19	11.9
SOUND SLIDES	19	11.9
CAPTIONED FILMS, SLIDES, FILMSTRIPS	19	11.9
LARGE TYPE REFERENCE/LIBRARY BOOKS	18	11.3
REEL-TO-REEL TAPES	14	8.8
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	12	7.5
BRAILLE REFERENCE/LIBRARY BOOKS	10	6.3
BRAILLE WORKBOOKS, WORKTEXTS	9	5.7
BRAILLE TEXTBOOKS	8	5.0
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	3	1.9

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	118	5.9
TOTAL RESPONSES TO THIS PRIORITY AREA	128	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	13	10.2
5 TO 8	27	21.1
9 TO 11	10	7.8
12 TO 14	9	7.0
15 TO 17	7	5.5
18 AND OVER	8	6.3
11 AND YOUNGER	29	22.7
12 AND OLDER	23	18.0
INVALID OR NO RESPONSE	2	1.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	29	22.7
PRE-SCHOOL, AGES 3-4	32	25.0
PRIMARY, GRADES K-3	36	28.1
INTERMEDIATE, GRADES 4-6	10	7.8
JUNIOR HIGH, GRADES 7-9	3	2.3
HIGH SCHOOL, GRADES 10-12	2	1.6
INTERMEDIATE AND BELOW	12	9.4
JUNIOR AND SENIOR HIGH	3	2.3
INVALID OR NO RESPONSE	1	0.8

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	52	40.6
BLIND AND VISUALLY IMPAIRED	22	17.2
DEAF AND HARD OF HEARING	18	14.1
SPEECH AND LANGUAGE IMPAIRED	11	8.6
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	9	7.0
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	5	3.9
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	5	3.9
SPECIFIC LEARNING DISABLED	4	3.1
MILDLY (EDUCABLE) MENTALLY RETARDED	1	0.8
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	1	0.8
INVALID OR NO RESPONSE	0	0.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	118	5.9
TOTAL RESPONSES TO THIS PRIORITY AREA	128	

C1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	32	25.0
3 TO 5	54	42.2
6 TO 8	15	11.7
9 TO 14	15	11.7
15 OR MORE	9	7.0
INVALID OR NO RESPONSE	3	2.3

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 554 AND 934 MIDPOINT 744

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	30	23.4
AVAILABLE MATERIALS TOO COSTLY	46	35.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	35	27.3
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	32	25.0
CONCEPT LEVEL INAPPROPRIATE	30	23.4
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	29	22.7
POOR SEQUENCING OF LEARNING COMPONENTS	26	20.3
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	26	20.3
INTEREST LEVEL INAPPROPRIATE	24	18.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	24	18.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	23	18.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	22	17.2
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	15	11.7
LOW CHILD APPEAL	14	10.9
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	12	9.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	10	7.8
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	4	3.1

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	118	5.9
TOTAL RESPONSES TO THIS PRIORITY AREA	128	

Q3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	62	48.4
MULTIMEDIA KITS	54	42.2
CASSETTE TAPES	50	39.1
GAMES, TOYS, PUZZLES	50	39.1
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	39	30.5
PROGRAMMED INSTRUCTIONAL TEXTS	38	29.7
FLANNEL BOARD MATERIALS	37	28.9
REGULAR TYPE REFERENCE/LIBRARY BOOKS	35	27.3
RECORDS	35	27.3
16MM FILMS	33	25.8
SOUND FILMSTRIPS	33	25.8
AUDIO FLASHCARDS	33	25.8
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	30	23.4
MODELS	30	23.4
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	30	23.4
LARGE TYPE REFERENCE/LIBRARY BOOKS	27	21.1
FILMSTRIPS	27	21.1
LARGE TYPE WORKBOOKS, WORKTEXTS	26	20.3
CAPTIONED FILMS, SLIDES, FILMSTRIPS	25	19.5
REGULAR TYPE WORKBOOKS, WORKTEXTS	24	18.8
REGULAR TYPE TEXTBOOKS	23	18.0
SOUND SLIDES	23	18.0
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	22	17.2
LARGE TYPE TEXTBOOKS	21	16.4
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	21	16.4
BRAILLE WORKBOOKS, WORKTEXTS	20	15.6
BRAILLE REFERENCE/LIBRARY BOOKS	19	14.8
BRAILLE TEXTBOOKS	18	14.1
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	18	14.1
SLIDES	17	13.3
MAPS, CHARTS, PICTURES	17	13.3
8MM FILMS	16	12.5
REEL-TO-REEL TAPES	11	8.6
FILMLOOPS	9	7.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: HUMAN SEXUALITY (SEX EDUCATION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	107	5.3
TOTAL RESPONSES TO THIS PRIORITY AREA	109	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	0	0.0
9 TO 11	2	1.8
12 TO 14	14	12.8
15 TO 17	18	16.5
18 AND OVER	14	12.8
11 AND YOUNGER	8	7.3
12 AND OLDER	52	47.7
INVALID OR NO RESPONSE	1	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	1	0.9
PRE-SCHOOL, AGES 3-4	7	6.4
PRIMARY, GRADES K-3	28	25.7
INTERMEDIATE, GRADES 4-6	16	14.7
JUNIOR HIGH, GRADES 7-9	16	14.7
HIGH SCHOOL, GRADES 10-12	3	2.8
INTERMEDIATE AND BELOW	18	16.5
JUNIOR AND SENIOR HIGH	20	18.3
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	39	35.8
MILDLY (EDUCABLE) MENTALLY RETARDED	27	24.8
DEAF AND HARD OF HEARING	19	17.4
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	6	5.5
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	5	4.6
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	4	3.7
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	4	3.7
SPECIFIC LEARNING DISABLED	3	2.8
BLIND AND VISUALLY IMPAIRED	2	1.8
SPEECH AND LANGUAGE IMPAIRED	0	0.0
INVALID OR NO RESPONSE	0	0.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: HUMAN SEXUALITY (SEX EDUCATION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	107	5.3
TOTAL RESPONSES TO THIS PRIORITY AREA	109	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	19	17.4
3 TO 5	35	32.1
6 TO 8	19	17.4
9 TO 14	20	18.3
15 OR MORE	13	11.9
INVALID OR NO RESPONSE	3	2.8

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 613 AND 1035 MIDPOINT 824

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	24	22.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	49	45.0
CONCEPT LEVEL INAPPROPRIATE	39	35.8
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	39	35.8
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	39	35.8
INTEREST LEVEL INAPPROPRIATE	30	27.5
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	22	20.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	22	20.2
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	20	18.3
AVAILABLE MATERIALS TOO COSTLY	18	16.5
POOR SEQUENCING OF LEARNING COMPONENTS	17	15.6
LOW CHILD APPEAL	17	15.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	11	10.1
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	10	9.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	9	8.3
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	5	4.6
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	3	2.8

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: HUMAN SEXUALITY (SEX EDUCATION)

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	107	5.3
TOTAL RESPONSES TO THIS PRIORITY AREA	109	

Q3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
16MM FILMS	61	56.0
MULTIMEDIA KITS	56	51.4
REGULAR TYPE WORKBOOKS, WORKTEXTS	51	46.8
SOUND FILMSTRIPS	49	45.0
MAPS, CHARTS, PICTURES	46	42.2
FILMSTRIPS	43	39.4
REGULAR TYPE TEXTBOOKS	40	36.7
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	39	35.8
CAPTIONED FILMS, SLIDES, FILMSTRIPS	39	35.8
MODELS	39	35.8
REGULAR TYPE REFERENCE/LIBRARY BOOKS	37	33.9
PROGRAMMED INSTRUCTIONAL TEXTS	34	31.2
SLIDES	30	27.5
CASSETTE TAPES	29	26.6
8MM FILMS	27	24.8
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	24	22.0
FILMLOOPS	23	21.1
SOUND SLIDES	23	21.1
MANIPULATIVE OBJECTS AND TOOLS	18	16.5
FLANNEL BOARD MATERIALS	17	15.6
AUDIO FLASHCARDS	16	14.7
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	15	13.8
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	15	13.8
LARGE TYPE WORKBOOKS, WORKTEXTS	14	12.8
GAMES, TOYS, PUZZLES	14	12.8
LARGE TYPE REFERENCE/LIBRARY BOOKS	13	11.9
RECORDS	11	10.1
LARGE TYPE TEXTBOOKS	8	7.3
BRAILLE REFERENCE/LIBRARY BOOKS	7	6.4
REEL-TO-REEL TAPES	7	6.4
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	7	6.4
BRAILLE WORKBOOKS, WORKTEXTS	6	5.5
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	5	4.6
BRAILLE TEXTBOOKS	2	1.8

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING READINESS SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	102	5.1
TOTAL RESPONSES TO THIS PRIORITY AREA	110	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	13	11.8
5 TO 8	40	36.4
9 TO 11	22	20.0
12 TO 14	4	3.6
15 TO 17	8	7.3
18 AND OVER	1	0.9
11 AND YOUNGER	12	10.9
12 AND OLDER	7	6.4
INVALID OR NO RESPONSE	3	2.7

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	5	4.5
PRE-SCHOOL, AGES 3-4	22	20.0
PRIMARY, GRADES K-3	54	49.1
INTERMEDIATE, GRADES 4-6	9	8.2
JUNIOR HIGH, GRADES 7-9	8	7.3
HIGH SCHOOL, GRADES 10-12	1	0.9
INTERMEDIATE AND BELOW	7	6.4
JUNIOR AND SENIOR HIGH	2	1.8
INVALID OR NO RESPONSE	2	1.8

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MILDLY (EDUCABLE) MENTALLY RETARDED	25	22.7
SPECIFIC LEARNING DISABLED	22	20.0
DEAF AND HARD OF HEARING	15	13.6
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	11	10.0
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	10	9.1
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	8	7.3
BLIND AND VISUALLY IMPAIRED	5	4.5
SPEECH AND LANGUAGE IMPAIRED	5	4.5
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	5	4.5
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	3	2.7
INVALID OR NO RESPONSE	1	0.9

SPECIAL EDUCATION SUPERVISORS
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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING READINESS SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	102	5.1
TOTAL RESPONSES TO THIS PRIORITY AREA	110	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THIS PRIORITY AREA

	FREQ.	PCT
1 OR 2	24	21.8
3 TO 5	19	17.3
6 TO 8	24	21.8
9 TO 14	12	10.9
15 OR MORE	29	26.4
INVALID OR NO RESPONSE	2	1.8

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THIS AREA: BETWEEN 768 AND 1373 MIDPOINT 1071

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THIS PRIORITY AREA

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	11	10.0
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	42	38.2
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	41	37.3
INTEREST LEVEL INAPPROPRIATE	35	31.8
AVAILABLE MATERIALS TOO COSTLY	35	31.8
POOR SEQUENCING OF LEARNING COMPONENTS	29	26.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	26	23.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	26	23.6
CONCEPT LEVEL INAPPROPRIATE	25	22.7
LOW CHILD APPEAL	24	21.8
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	23	20.9
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	21	19.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	15	13.6
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	14	12.7
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	9	8.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	7	6.4
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	5	4.5

SPECIAL EDUCATION SUPERVISORS
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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITY CURRICULUM AREA: READING READINESS SKILLS

	FREQ.	PCT
RESPONDENTS CHOOSING THIS PRIORITY AREA	102	5.1
TOTAL RESPONSES TO THIS PRIORITY AREA	110	

Q3 FOR THIS PRIORITY AREA, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	52	47.3
GAMES, TOYS, PUZZLES	50	45.5
REGULAR TYPE WORKBOOKS, WORKTEXTS	46	41.8
CASSETTE TAPES	40	36.4
MULTIMEDIA KITS	39	35.5
REGULAR TYPE TEXTBOOKS	38	34.5
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	38	34.5
MAPS, CHARTS, PICTURES	32	29.1
PROGRAMMED INSTRUCTIONAL TEXTS	32	29.1
FLANNEL BOARD MATERIALS	31	28.2
LARGE TYPE WORKBOOKS, WORKTEXTS	29	26.4
FILMSTRIPS	29	26.4
CAPTIONED FILMS, SLIDES, FILMSTRIPS	28	25.5
LARGE TYPE TEXTBOOKS	26	23.6
AUDIO FLASHCARDS	26	23.6
16MM FILMS	25	22.7
SOUND FILMSTRIPS	25	22.7
MODELS	25	22.7
RECORDS	23	20.9
REGULAR TYPE REFERENCE/LIBRARY BOOKS	22	20.0
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	20	18.2
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	20	18.2
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	18	16.4
LARGE TYPE REFERENCE/LIBRARY BOOKS	15	13.6
8MM FILMS	13	11.8
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	13	11.8
SLIDES	12	10.9
FILMLOOPS	11	10.0
SOUND SLIDES	9	8.2
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	8	7.3
REEL-TO-REEL TAPES	8	7.3
BRAILLE REFERENCE/LIBRARY BOOKS	5	4.5
BRAILLE WORKBOOKS, WORKTEXTS	5	4.5
BRAILLE TEXTBOOKS	4	3.6

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION F. ANALYSIS OF THE PRIORITY-RELATED QUESTIONS FOR ALL CURRICULUM AREAS COMBINED

SUBSECTION F CONTAINS THE SAME TYPE OF THREE-PAGE ANALYSIS FOR ALL CURRICULUM AREAS COMBINED AS DOES SUBSECTION D FOR INDIVIDUAL CURRICULUM AREAS.

THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* IT APPEARS OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THESE QUESTIONS.

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THE ABOVE RESPONDENT POPULATION MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS FOR WHOM MATERIALS PRIORITIES ARE MOST CRITICAL. SIMILARLY, THE RESPONSES TO QUESTIONS 2 AND 3 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS INADEQUACIES AND FORMAT PREFERENCES INDICATED BY THIS RESPONDENT POPULATION.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TEACHERS REQUESTING MATERIALS DEVELOPMENT IN ALL CURRICULUM AREA PRIORITIES SELECTED BY THIS RESPONDENT POPULATION, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT. THAT IS, IT IS ESTIMATED THAT THE MATERIALS DEVELOPMENT REQUESTS OF ABOUT 43,329 SPECIAL EDUCATION TEACHERS (OR SOMEWHERE BETWEEN 31,880 AND 54,777) ARE REPRESENTED BY THE PRIORITIES SELECTED BY THE ABOVE RESPONDENT POPULATION.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE RESPONDENT POPULATION (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS RESPONDENT POPULATION. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	5667	93.7
TOTAL NUMBER OF RESPONSES POSSIBLE	6045	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	236	4.2
5 TO 8	757	13.4
9 TO 11	902	15.9
12 TO 14	791	14.0
15 TO 17	743	13.1
18 AND OVER	297	5.2
11 AND YOUNGER	744	13.1
12 AND OLDER	1127	19.9
INVALID OR NO RESPONSE	70	1.2

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	330	5.8
PRE-SCHOOL, AGES 3-4	604	10.7
PRIMARY, GRADES K-3	1588	28.0
INTERMEDIATE, GRADES 4-6	1036	18.3
JUNIOR HIGH, GRADES 7-9	495	8.7
HIGH SCHOOL, GRADES 10-12	239	4.2
INTERMEDIATE AND BELOW	688	12.1
JUNIOR AND SENIOR HIGH	619	10.9
INVALID OR NO RESPONSE	68	1.2

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SPECIFIC LEARNING DISABLED	1031	18.2
MILDLY (EDUCABLE) MENTALLY RETARDED	960	16.9
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	925	16.3
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	651	11.5
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	642	11.3
DEAF AND HARD OF HEARING	401	7.1
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	364	6.4
SPEECH AND LANGUAGE IMPAIRED	323	5.7
BLIND AND VISUALLY IMPAIRED	176	3.1
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	174	3.1
INVALID OR NO RESPONSE	20	0.4

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	5667	93.7
TOTAL NUMBER OF RESPONSES POSSIBLE	6045	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	1151	20.3
3 TO 5	1671	29.5
6 TO 8	1107	19.5
9 TO 14	721	12.7
15 OR MORE	839	14.8
INVALID OR NO RESPONSE	178	3.1

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THESE AREAS: BETWEEN 31880 AND 54777 MIDPOINT 43329

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	985	17.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	1931	34.1
AVAILABLE MATERIALS TOO COSTLY	1851	32.7
INTEREST LEVEL INAPPROPRIATE	1830	32.3
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1688	29.8
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	1673	29.5
LOW CHILD APPEAL	1387	24.5
CONCEPT LEVEL INAPPROPRIATE	1361	24.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	1265	22.3
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	1252	22.1
POOR SEQUENCING OF LEARNING COMPONENTS	1161	20.5
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	1026	18.1
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	824	14.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	663	11.7
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	512	9.0
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	479	8.5
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	246	4.3

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	5667	93.7
TOTAL NUMBER OF RESPONSES POSSIBLE	6045	

Q3 FOR THESE PRIORITY AREAS, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
REGULAR TYPE WORKBOOKS, WORKTEXTS	2496	44.0
MULTIMEDIA KITS	2390	42.2
CASSETTE TAPES	2291	40.4
MANIPULATIVE OBJECTS AND TOOLS	2282	40.3
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	2167	38.2
GAMES, TOYS, PUZZLES	1988	35.1
PROGRAMMED INSTRUCTIONAL TEXTS	1882	33.2
16MM FILMS	1805	31.9
SOUND FILMSTRIPS	1728	30.5
REGULAR TYPE TEXTBOOKS	1675	29.6
FILMSTRIPS	1601	28.3
REGULAR TYPE REFERENCE/LIBRARY BOOKS	1518	26.8
MAPS, CHARTS, PICTURES	1412	24.9
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	1379	24.3
MODELS	1303	23.0
RECORDS	1255	22.1
AUDIO FLASHCARDS	1136	20.0
CAPTIONED FILMS, SLIDES, FILMSTRIPS	1126	19.9
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	1065	18.8
FLANNEL BOARD MATERIALS	1050	18.5
SLIDES	865	15.3
LARGE TYPE WORKBOOKS, WORKTEXTS	853	15.1
8MM FILMS	819	14.5
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	777	13.7
FILMLOOPS	764	13.5
SOUND SLIDES	745	13.1
LARGE TYPE TEXTBOOKS	642	11.3
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	544	9.6
LARGE TYPE REFERENCE/LIBRARY BOOKS	517	9.1
REEL-TO-REEL TAPES	369	6.5
BRAILLE WORKBOOKS, WORKTEXTS	246	4.3
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	213	3.8
BRAILLE TEXTBOOKS	189	3.3
BRAILLE REFERENCE/LIBRARY BOOKS	179	3.2

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION G. DISTRIBUTION OF STUDENT CHARACTERISTICS FOR WHICH THE HIGHEST PRIORITY MATERIALS NEEDS EXIST

RECALL THAT THE CURRICULUM AREA PRIORITIES WERE CHOSEN IN CONJUNCTION WITH CERTAIN STUDENT CHARACTERISTICS WHICH DESCRIBED THE TYPE OF STUDENTS FOR WHICH MATERIALS NEEDS WERE MOST CRITICAL. ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE RESPONDENT POPULATION INDICATED ABOVE, THESE STUDENT CHARACTERISTICS WERE CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND HANDICAP AREA. IN THE ANALYSES CONTAINED IN SUBSECTION D, WHERE EACH HIGH PRIORITY CURRICULUM AREA WAS EXPLORED IN DEPTH, THE PREDOMINANT LEVELS OF EACH STUDENT CHARACTERISTIC ASSOCIATED WITH THAT CURRICULUM AREA WERE IDENTIFIED.

SUBSECTION G BEGINS AN IN-DEPTH EXAMINATION OF THE STUDENT CHARACTERISTICS THEMSELVES, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. IT PRESENTS THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO PRIORITIZED MATERIALS NEEDS FOR EACH CHRONOLOGICAL AGE CATEGORY, FUNCTIONAL LEVEL, AND HANDICAP AREA OF STUDENT. THUS, SUBSECTION G MAY BE REGARDED AS AN OVERVIEW OF THE KINDS OF STUDENTS, CLASSIFIED BY THESE CHARACTERISTICS, FOR WHOM MATERIALS DEVELOPMENT IS PERCEIVED AS MOST CRITICAL BY THIS RESPONDENT POPULATION.*

THIS OVERVIEW PROVIDES A FRAMEWORK FOR THE NEXT TWO SUBSECTIONS (H AND J), IN WHICH MATERIALS PRIORITIES FOR SUBGROUPS OF STUDENTS CLASSIFIED BY DIFFERENT CHRONOLOGICAL AGE LEVELS AND BY DIFFERENT HANDICAP AREAS ARE DETAILED AND ANALYZED.

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*IN THIS SENSE, IT MAY BE REGARDED AS AN ADJUNCTIVE ANALYSIS TO THAT CONTAINED ON PAGE 1 OF THE THREE-PAGE ANALYSIS PRESENTED IN SUBSECTION F. IT DIFFERS FROM THE SUBSECTION F ANALYSIS IN THAT THE LATTER PRESENTS THE FREQUENCY OF RESPONSES TO THE STUDENT CHARACTERISTICS, WHILE THE SUBSECTION G ANALYSIS IS BASED ON THE FREQUENCY OF RESPONDENTS CHOOSING THESE CHARACTERISTICS.

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

DISTRIBUTION OF STUDENT CHARACTERISTICS CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

CHRONOLOGICAL AGE	RESPONDENTS CHOOSING THIS AGE LEVEL FREQ.	PCT
4 OR UNDER	174	8.6
5 TO 8	552	27.4
9 TO 11	626	31.1
12 TO 14	572	28.4
15 TO 17	489	24.3
18 AND OVER	179	8.9
11 AND YOUNGER	459	22.8
12 AND OLDER	625	31.0
INVALID OR NO RESPONSE	44	2.2

FUNCTIONAL LEVEL	RESPONDENTS CHOOSING THIS FUNCTIONAL LEVEL FREQ.	PCT
INFANT, AGE 2 AND UNDER	248	12.3
PRE-SCHOOL, AGES 3-4	455	22.6
PRIMARY, GRADES K-3	977	48.5
INTERMEDIATE, GRADES 4-6	714	35.4
JUNIOR HIGH, GRADES 7-9	378	18.8
HIGH SCHOOL, GRADES 10-12	160	7.9
INTERMEDIATE AND BELOW	392	19.5
JUNIOR AND SENIOR HIGH	359	17.8
INVALID OR NO RESPONSE	41	2.0

HANDICAP AREA	RESPONDENTS CHOOSING THIS HANDICAP AREA FREQ.	PCT
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	840	41.7
SPECIFIC LEARNING DISABLED	835	41.4
MILDLY (EDUCABLE) MENTALLY RETARDED	734	36.4
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	539	26.7
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	513	25.5
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	327	16.2
SPEECH AND LANGUAGE IMPAIRED	272	13.5
DEAF AND HARD OF HEARING	250	12.4
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	161	8.0
BLIND AND VISUALLY IMPAIRED	144	7.1
INVALID OR NO RESPONSE	15	0.7

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION H. CURRICULUM AREA ANALYSES FOR STUDENT CHRONOLOGICAL AGE

SUBSECTION H PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS FOR STUDENTS AT DIFFERENT CHRONOLOGICAL AGE LEVELS, WITHOUT REGARD TO PRIORITIZED CURRICULUM AREA. FOR PURPOSES OF THIS ANALYSIS, THE EIGHT AGE LEVELS CONTAINED ON THE FOLD-IN SHEET OF THE QUESTIONNAIRE FOR THE ABOVE RESPONDENT POPULATION WERE COLLAPSED INTO TWO AGE CATEGORIES:

CHRONOLOGICAL AGE: 11 AND YOUNGER
CHRONOLOGICAL AGE: 12 AND OLDER

THESE TWO CATEGORIES ARE ANALYZED SEPARATELY IN THIS SUBSECTION. IN EACH CASE, THE CHRONOLOGICAL AGE CATEGORY IS INDICATED JUST BELOW THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF THE PAGE. THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING MATERIALS NEEDS FOR STUDENTS IN THIS AGE CATEGORY APPEAR DIRECTLY TO ITS RIGHT. BELOW THE NUMBER OF RESPONDENTS APPEARS THE NUMBER OF RESPONSES TO THIS AGE CATEGORY. RECALL THAT, BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES,* THE NUMBER OF RESPONSES MAY BE GREATER THAN THE NUMBER OF RESPONDENTS.

THE ANALYSIS FOR EACH OF THESE AGE CATEGORIES CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN FOR THE GIVEN AGE CATEGORY, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF RESPONDENTS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS CHOOSING THIS AGE CATEGORY.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS LIKE THAT PRESENTED FOR PRIORITIZED CURRICULUM AREAS IN SUBSECTION D. ON PAGE 1 OF THIS ANALYSIS IS A DISTRIBUTION OF RESPONSES TO THE AGE LEVELS WITHIN THE GIVEN AGE CATEGORY AND TO THE OTHER CHARACTERISTICS FOR STUDENTS IN THIS CHRONOLOGICAL AGE CATEGORY.

PAGES 2-3 CONTAIN THE RESPONSES TO THE THREE PRIORITY-RELATED QUESTIONS AS THEY PERTAIN TO MATERIALS NEEDS FOR THE GIVEN CHRONOLOGICAL AGE CATEGORY. ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE FREQUENCY OF RESPONSES TO THIS AGE CATEGORY.

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*A GIVEN RESPONDENT MIGHT (AND OFTEN DID) CHOOSE THREE DIFFERENT CURRICULUM AREAS, BUT WITH TWO OR EVEN ALL THREE OF THEM FOR STUDENTS AT THE SAME AGE LEVEL--A REASONABLE EXPECTATION SINCE MANY RESPONDENTS DEAL WITH A RESTRICTED RANGE OF STUDENTS.

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1342	66.6
TOTAL RESPONSES TO THIS AGE CATEGORY	2639	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH) ..	228	17.0
APPROPRIATE SOCIAL BEHAVIOR	218	16.2
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY) ..	200	14.9
SELF-CONCEPT	184	13.7
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	149	11.1
READING COMPREHENSION AND APPRECIATION	135	10.1
SELF-CARE SKILLS (E.G., EATING, GROOMING)	110	8.2
BASIC PERCEPTUAL AWARENESS	101	7.5
REMEDIAL READING	100	7.5
READING READINESS SKILLS	83	6.2
INTERPERSONAL RELATIONS	79	5.9
AUDITORY PERCEPTION, DEVELOPMENT AND FUNCTIONING	74	5.5
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	73	5.4
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	71	5.3
VISUAL PERCEPTION, DEVELOPMENT AND FUNCTIONING	55	4.1
ORAL LANGUAGE ARTS (E.G., ORAL EXPRESSION, STYLE, FLUENCY)	51	3.8
LOCOMOTION AND ADAPTIVE MOVEMENT	51	3.8
VOCAL DEVELOPMENT (PRESPEECH MOTOR ACTIVITIES; PRODUCTION OF SPEECH SOUNDS)	46	3.4
WORD ATTACK SKILLS	45	3.4

SPECIAL EDUCATION SUPERVISORS
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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1342	66.6
TOTAL RESPONSES TO THIS AGE CATEGORY	2639	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	236	8.9
5 TO 8	757	28.7
9 TO 11	902	34.2
12 TO 14	0	0.0
15 TO 17	0	0.0
18 AND OVER	0	0.0
11 AND YOUNGER	744	28.2
12 AND OLDER	0	0.0
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	206	7.8
PRE-SCHOOL, AGES 3-4	399	15.1
PRIMARY, GRADES K-3	1081	41.0
INTERMEDIATE, GRADES 4-6	476	18.0
JUNIOR HIGH, GRADES 7-9	26	1.0
HIGH SCHOOL, GRADES 10-12	2	0.1
INTERMEDIATE AND BELOW	429	16.3
JUNIOR AND SENIOR HIGH	8	0.3
INVALID OR NO RESPONSE	12	0.5

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SPECIFIC LEARNING DISABLED	561	21.3
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	396	15.0
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	341	12.9
MILDLY (EDUCABLE) MENTALLY RETARDED	321	12.2
SPEECH AND LANGUAGE IMPAIRED	261	9.9
DEAF AND HARD OF HEARING	211	8.0
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	196	7.4
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	165	6.3
BLIND AND VISUALLY IMPAIRED	93	3.5
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	91	3.4
INVALID OR NO RESPONSE	3	0.1

SPECIAL EDUCATION SUPERVISORS
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CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1342	66.6
TOTAL RESPONSES TO THIS AGE CATEGORY	2639	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
1 OR 2	600	22.7
3 TO 5	803	30.4
6 TO 8	461	17.5
9 TO 14	328	12.4
15 OR MORE	365	13.8
INVALID OR NO RESPONSE	82	3.1

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS AGE: BETWEEN 14202 AND 24445 MIDPOINT 19324

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	430	16.3
AVAILABLE MATERIALS TOO COSTLY	945	35.8
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	720	27.3
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	700	26.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	698	26.4
INTEREST LEVEL INAPPROPRIATE	671	25.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	638	24.2
POOR SEQUENCING OF LEARNING COMPONENTS	612	23.2
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	610	23.1
CONCEPT LEVEL INAPPROPRIATE	563	21.3
LOW CHILD APPEAL	545	20.7
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	530	20.1
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	395	15.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	347	13.1
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	263	10.0
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	239	9.1
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	126	4.8

SPECIAL EDUCATION SUPERVISORS
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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 11 AND YOUNGER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1342	66.6
TOTAL RESPONSES TO THIS AGE CATEGORY	2639	

Q3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	1176	44.6
MULTIMEDIA KITS	1078	40.8
GAMES, TOYS, PUZZLES	1047	39.7
REGULAR TYPE WORKBOOKS, WORKTEXTS	1025	38.8
CASSETTE TAPES	1024	38.8
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	859	32.6
PROGRAMMED INSTRUCTIONAL TEXTS	819	31.0
SOUND FILMSTRIPS	686	26.0
16MM FILMS	679	25.7
REGULAR TYPE TEXTBOOKS	673	25.5
REGULAR TYPE REFERENCE/LIBRARY BOOKS	648	24.6
FILMSTRIPS	632	23.9
FLANNEL BOARD MATERIALS	605	22.9
RECORDS	600	22.7
AUDIO FLASHCARDS	587	22.2
MODELS	569	21.6
MAPS, CHARTS, PICTURES	552	20.9
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	546	20.7
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	511	19.4
CAPTIONED FILMS, SLIDES, FILMSTRIPS	482	18.3
LARGE TYPE WORKBOOKS, WORKTEXTS	417	15.8
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	348	13.2
LARGE TYPE TEXTBOOKS	341	12.9
8MM FILMS	320	12.1
SLIDES	315	11.9
FILMLOOPS	311	11.8
SOUND SLIDES	306	11.6
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	252	9.5
LARGE TYPE REFERENCE/LIBRARY BOOKS	240	9.1
REEL-TO-REEL TAPES	157	5.9
BRAILLE WORKBOOKS, WORKTEXTS	119	4.5
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	99	3.8
BRAILLE TEXTBOOKS	95	3.6
BRAILLE REFERENCE/LIBRARY BOOKS	82	3.1

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1455	72.2
TOTAL RESPONSES TO THIS AGE CATEGORY	2958	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
APPROPRIATE SOCIAL BEHAVIOR	332	22.8
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	285	19.6
CAREER EDUCATION	279	19.2
SELF-CONCEPT	179	12.3
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	170	11.7
READING COMPREHENSION AND APPRECIATION	154	10.6
INTERPERSONAL RELATIONS	142	9.8
REMEDIAL READING	125	8.6
SELF-CARE SKILLS (E.G., EATING, GROOMING)	110	7.6
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)	104	7.1
HUMAN SEXUALITY (SEX EDUCATION)	96	6.6
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	86	5.9
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	68	4.7
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	53	3.6
BASIC PERCEPTUAL AWARENESS	48	3.3
SOCIAL SCIENCE	47	3.2
LIFE-LONG LEISURE SKILLS	46	3.2
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	44	3.0
NATURAL AND PHYSICAL SCIENCE	37	2.5

SPECIAL EDUCATION SUPERVISORS
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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1455	72.2
TOTAL RESPONSES TO THIS AGE CATEGORY	2958	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	0	0.0
5 TO 8	0	0.0
9 TO 11	0	0.0
12 TO 14	791	26.7
15 TO 17	743	25.1
18 AND OVER	297	10.0
11 AND YOUNGER	0	0.0
12 AND OLDER	1127	38.1
INVALID OR NO RESPONSE	0	0.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	124	4.2
PRE-SCHOOL, AGES 3-4	195	6.6
PRIMARY, GRADES K-3	498	16.8
INTERMEDIATE, GRADES 4-6	556	18.8
JUNIOR HIGH, GRADES 7-9	465	15.7
HIGH SCHOOL, GRADES 10-12	237	8.0
INTERMEDIATE AND BELOW	250	8.5
JUNIOR AND SENIOR HIGH	610	20.6
INVALID OR NO RESPONSE	23	0.8

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MILDLY (EDUCABLE) MENTALLY RETARDED	633	21.4
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	522	17.6
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	467	15.8
SPECIFIC LEARNING DISABLED	460	15.6
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	304	10.3
DEAF AND HARD OF HEARING	182	6.2
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	163	5.5
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	82	2.8
BLIND AND VISUALLY IMPAIRED	79	2.7
SPEECH AND LANGUAGE IMPAIRED	60	2.0
INVALID OR NO RESPONSE	6	0.2

SPECIAL EDUCATION SUPERVISORS
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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1455	72.2
TOTAL RESPONSES TO THIS AGE CATEGORY	2958	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
1 OR 2	540	18.3
3 TO 5	857	29.0
6 TO 8	637	21.5
9 TO 14	386	13.0
15 OR MORE	452	15.3
INVALID OR NO RESPONSE	86	2.9

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS AGE: BETWEEN 17187 AND 29425 MIDPOINT 23306

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	543	18.4
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	1222	41.3
INTEREST LEVEL INAPPROPRIATE	1145	38.7
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1041	35.2
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	931	31.5
AVAILABLE MATERIALS TOO COSTLY	883	29.9
LOW CHILD APPEAL	824	27.9
CONCEPT LEVEL INAPPROPRIATE	790	26.7
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	634	21.4
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	561	19.0
POOR SEQUENCING OF LEARNING COMPONENTS	533	18.0
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	484	16.4
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	426	14.4
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	313	10.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	248	8.4
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	237	8.0
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	120	4.1

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CHRONOLOGICAL AGE: 12 AND OLDER

	FREQ.	PCT
RESPONDENTS CHOOSING THIS AGE CATEGORY	1455	72.2
TOTAL RESPONSES TO THIS AGE CATEGORY	2958	

Q3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR STUDENTS IN THIS AGE CATEGORY

	FREQ.	PCT
REGULAR TYPE WORKBOOKS, WORKTEXTS	1445	48.9
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	1288	43.5
MULTIMEDIA KITS	1285	43.4
CASSETTE TAPES	1249	42.2
16MM FILMS	1111	37.6
MANIPULATIVE OBJECTS AND TOOLS	1075	36.3
PROGRAMMED INSTRUCTIONAL TEXTS	1044	35.3
SOUND FILMSTRIPS	1026	34.7
REGULAR TYPE TEXTBOOKS	992	33.5
FILMSTRIPS	955	32.3
GAMES, TOYS, PUZZLES	915	30.9
REGULAR TYPE REFERENCE/LIBRARY BOOKS	857	29.0
MAPS, CHARTS, PICTURES	845	28.6
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	816	27.6
MODELS	719	24.3
RECORDS	642	21.7
CAPTIONED FILMS, SLIDES, FILMSTRIPS	633	21.4
SLIDES	543	18.4
AUDIO FLASHCARDS	539	18.2
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	537	18.2
8MM FILMS	493	16.7
FILMLOOPS	449	15.2
SOUND SLIDES	433	14.6
FLANNEL BOARD MATERIALS	432	14.6
LARGE TYPE WORKBOOKS, WORKTEXTS	430	14.5
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	426	14.4
LARGE TYPE TEXTBOOKS	297	10.0
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	285	9.6
LARGE TYPE REFERENCE/LIBRARY BOOKS	273	9.2
REEL-TO-REEL TAPES	207	7.0
BRAILLE WORKBOOKS, WORKTEXTS	125	4.2
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	113	3.8
BRAILLE REFERENCE/LIBRARY BOOKS	97	3.3
BRAILLE TEXTBOOKS	93	3.1

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION J. CURRICULUM AREA ANALYSES FOR STUDENT HANDICAP AREA

SUBSECTION J PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS FOR STUDENTS IN EACH OF THE TEN HANDICAP AREAS CONTAINED ON THE QUESTIONNAIRE FOLD-IN SHEET FOR THE ABOVE RESPONDENT POPULATION:

BLIND AND VISUALLY IMPAIRED
DEAF AND HARD OF HEARING
MILDLY (EDUCABLE) MENTALLY RETARDED
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED
SPECIFIC LEARNING DISABLED
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED
SPEECH AND LANGUAGE IMPAIRED
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED

THESE TEN HANDICAP AREAS ARE ANALYZED SEPARATELY IN THIS SUBSECTION. IN EACH CASE, THE HANDICAP AREA IS INDICATED JUST BELOW THE RESPONDENT POPULATION IN THE UPPER LEFT CORNER OF THE PAGE. THE FREQUENCY AND PERCENTAGE OF RESPONDENTS CHOOSING MATERIALS NEEDS FOR STUDENTS IN THIS HANDICAP AREA APPEAR DIRECTLY TO ITS RIGHT. BELOW THE NUMBER OF RESPONDENTS APPEARS THE NUMBER OF RESPONSES TO THIS HANDICAP AREA. RECALL THAT, BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES,* THE NUMBER OF RESPONSES MAY BE GREATER THAN THE NUMBER OF RESPONDENTS.

THE ANALYSIS FOR EACH OF THESE HANDICAP AREAS CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN FOR THE GIVEN HANDICAP AREA, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF RESPONDENTS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS CHOOSING THIS HANDICAP AREA.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS LIKE THAT PRESENTED FOR PRIORITIZED CURRICULUM AREAS IN SUBSECTION D. ON PAGE 1 OF THIS ANALYSIS IS A DISTRIBUTION OF RESPONSES TO THE OTHER CHARACTERISTICS (CHRONOLOGICAL AGE AND FUNCTIONAL LEVEL) FOR STUDENTS IN THE GIVEN HANDICAP AREA. PAGES 2-3 CONTAIN THE RESPONSES TO THE THREE PRIORITY-RELATED QUESTIONS AS THEY PERTAIN TO MATERIALS NEEDS FOR STUDENTS IN THIS HANDICAP AREA. ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE FREQUENCY OF RESPONSES TO THIS HANDICAP AREA.

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*A GIVEN RESPONDENT MAY HAVE CHOSEN THREE DIFFERENT CURRICULUM AREAS, BUT WITH TWO OR EVEN ALL THREE OF THEM FOR STUDENTS IN THE SAME HANDICAP AREA--A REASONABLE EXPECTATION SINCE MANY RESPONDENTS DEAL WITH A RESTRICTED GROUP OF STUDENTS.

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
BLIND AND VISUALLY IMPAIRED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	144	7.1
TOTAL RESPONSES TO THIS HANDICAP AREA	176	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA FREQ.	PCT
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	22	15.3
INDEPENDENT MOVEMENT AND TRAVEL TECHNIQUES FOR THE BLIND	19	13.2
VISUAL PERCEPTION, DEVELOPMENT AND FUNCTIONING	12	8.3
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)	12	8.3
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	9	6.3
CAREER EDUCATION	9	6.3
READING COMPREHENSION AND APPRECIATION	8	5.6
REMEDIAL READING	7	4.9
SELF-CONCEPT	7	4.9
BASIC PERCEPTUAL AWARENESS	6	4.2
TACTILE PERCEPTION, DEVELOPMENT AND FUNCTIONING	6	4.2
READING READINESS SKILLS	5	3.5
SELF-CARE SKILLS (E.G., EATING, GROOMING)	5	3.5
MATHEMATICS COMPUTATION	4	2.8
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	4	2.8
LOCOMOTION AND ADAPTIVE MOVEMENT	4	2.8

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
BLIND AND VISUALLY IMPAIRED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	144	7.1
TOTAL RESPONSES TO THIS HANDICAP AREA	176	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	13	7.4
5 TO 8	38	21.6
9 TO 11	17	9.7
12 TO 14	15	8.5
15 TO 17	20	11.4
18 AND OVER	12	6.8
11 AND YOUNGER	25	14.2
12 AND OLDER	32	18.2
INVALID OR NO RESPONSE	4	2.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	7	4.0
PRE-SCHOOL, AGES 3-4	25	14.2
PRIMARY, GRADES K-3	46	26.1
INTERMEDIATE, GRADES 4-6	24	13.6
JUNIOR HIGH, GRADES 7-9	13	7.4
HIGH SCHOOL, GRADES 10-12	10	5.7
INTERMEDIATE AND BELOW	29	16.5
JUNIOR AND SENIOR HIGH	19	10.8
INVALID OR NO RESPONSE	3	1.7

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
BLIND AND VISUALLY IMPAIRED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	144	7.1
TOTAL RESPONSES TO THIS HANDICAP AREA	176	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR THIS TYPE OF STUDENT

	FREQ.	PCT
1 OR 2	66	37.5
3 TO 5	49	27.8
6 TO 8	25	14.2
9 TO 14	18	10.2
15 OR MORE	16	9.1
INVALID OR NO RESPONSE	2	1.1

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS TYPE: BETWEEN 765 AND 1309 MIDPOINT 1037

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	38	21.6
AVAILABLE MATERIALS TOO COSTLY	58	33.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	48	27.3
INTEREST LEVEL INAPPROPRIATE	38	21.6
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	38	21.6
LOW CHILD APPEAL	37	21.0
CONCEPT LEVEL INAPPROPRIATE	35	19.9
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	33	18.8
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	32	18.2
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	27	15.3
POOR SEQUENCING OF LEARNING COMPONENTS	26	14.8
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	26	14.8
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	24	13.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	23	13.1
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	20	11.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	7	4.0
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	5	2.8

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
BLIND AND VISUALLY IMPAIRED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	144	7.1
TOTAL RESPONSES TO THIS HANDICAP AREA	176	

Q3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CASSETTE TAPES	94	53.4
LARGE TYPE WORKBOOKS, WORKTEXTS	88	50.0
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	83	47.2
LARGE TYPE TEXTBOOKS	82	46.6
BRAILLE WORKBOOKS, WORKTEXTS	73	41.5
LARGE TYPE REFERENCE/LIBRARY BOOKS	71	40.3
BRAILLE TEXTBOOKS	68	38.6
MANIPULATIVE OBJECTS AND TOOLS	68	38.6
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	66	37.5
RECORDS	64	36.4
BRAILLE REFERENCE/LIBRARY BOOKS	61	34.7
MULTIMEDIA KITS	56	31.8
GAMES, TOYS, PUZZLES	49	27.8
MODELS	44	25.0
PROGRAMMED INSTRUCTIONAL TEXTS	38	21.6
SOUND FILMSTRIPS	35	19.9
REGULAR TYPE REFERENCE/LIBRARY BOOKS	34	19.3
REEL-TO-REEL TAPES	34	19.3
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	33	18.8
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	33	18.8
MAPS, CHARTS, PICTURES	32	18.2
REGULAR TYPE WORKBOOKS, WORKTEXTS	30	17.0
REGULAR TYPE TEXTBOOKS	27	15.3
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	27	15.3
SOUND SLIDES	26	14.8
16MM FILMS	25	14.2
AUDIO FLASHCARDS	25	14.2
FLANNEL BOARD MATERIALS	21	11.9
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	13	7.4
CAPTIONED FILMS, SLIDES, FILMSTRIPS	12	6.8
FILMSTRIPS	10	5.7
SLIDES	8	4.5
8MM FILMS	7	4.0
FILMLOOPS	7	4.0

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
DEAF AND HARD OF HEARING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	250	12.4
TOTAL RESPONSES TO THIS HANDICAP AREA	401	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA FREQ.	PCT
READING COMPREHENSION AND APPRECIATION	54	21.6
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	40	16.0
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	30	12.0
CAREER EDUCATION	23	9.2
HUMAN SEXUALITY (SEX EDUCATION)	19	7.6
AUDITORY PERCEPTION, DEVELOPMENT AND FUNCTIONING	18	7.2
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	18	7.2
READING VOCABULARY DEVELOPMENT	17	6.8
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	17	6.8
READING READINESS SKILLS	15	6.0
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)	14	5.6
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	13	5.2
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	12	4.8
SPECIALIZED COMMUNICATION DEVICES (E.G., USE OF HEARING AIDS, TYPEWRITERS)	11	4.4
SELF-CONCEPT	11	4.4
REMEDIAL READING	10	4.0
SOCIAL SCIENCE	10	4.0
ORAL LANGUAGE ARTS (E.G., ORAL EXPRESSION, STYLE, FLUENCY)	7	2.8
APPROPRIATE SOCIAL BEHAVIOR	7	2.8

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MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
DEAF AND HARD OF HEARING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	250	12.4
TOTAL RESPONSES TO THIS HANDICAP AREA	401	

CHRONOLOGICAL AGE DISTRIBUTION

	FREQ.	PCT
4 OR UNDER	16	4.0
5 TO 8	58	14.5
9 TO 11	68	17.0
12 TO 14	54	13.5
15 TO 17	45	11.2
18 AND OVER	2	0.5
11 AND YOUNGER	69	17.2
12 AND OLDER	81	20.2
INVALID OR NO RESPONSE	8	2.0

DISTRIBUTION OF FUNCTIONAL LEVEL

	FREQ.	PCT
INFANT, AGE 2 AND UNDER	7	1.7
PRE-SCHOOL, AGES 3-4	21	5.2
PRIMARY, GRADES K-3	147	36.7
INTERMEDIATE, GRADES 4-6	74	18.5
JUNIOR HIGH, GRADES 7-9	31	7.7
HIGH SCHOOL, GRADES 10-12	7	1.7
INTERMEDIATE AND BELOW	62	15.5
JUNIOR AND SENIOR HIGH	45	11.2
INVALID OR NO RESPONSE	7	1.7

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
DEAF AND HARD OF HEARING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	250	12.4
TOTAL RESPONSES TO THIS HANDICAP AREA	401	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR THIS TYPE OF STUDENT

	FREQ.	PCT
1 OR 2	65	16.2
3 TO 5	111	27.7
6 TO 8	91	22.7
9 TO 14	65	16.2
15 OR MORE	57	14.2
INVALID OR NO RESPONSE	12	3.0

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS TYPE: BETWEEN 2384 AND 4033 MIDPOINT 3209

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	54	13.5
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	206	51.4
INTEREST LEVEL INAPPROPRIATE	160	39.9
LOW CHILD APPEAL	117	29.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	115	28.7
AVAILABLE MATERIALS TOO COSTLY	114	28.4
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	113	28.2
CONCEPT LEVEL INAPPROPRIATE	105	26.2
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	97	24.2
POOR SEQUENCING OF LEARNING COMPONENTS	93	23.2
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	73	18.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	72	18.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	66	16.5
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	57	14.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	36	9.0
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	17	4.2
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	15	3.7

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
DEAF AND HARD OF HEARING

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	250	12.4
TOTAL RESPONSES TO THIS HANDICAP AREA	401	

Q3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
CAPTIONED FILMS, SLIDES, FILMSTRIPS	250	62.3
REGULAR TYPE WORKBOOKS, WORKTEXTS	225	56.1
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS ..	189	47.1
REGULAR TYPE TEXTBOOKS	185	46.1
MAPS, CHARTS, PICTURES	173	43.1
PROGRAMMED INSTRUCTIONAL TEXTS	161	40.1
MULTIMEDIA KITS	159	39.7
FILMSTRIPS	157	39.2
REGULAR TYPE REFERENCE/LIBRARY BOOKS	151	37.7
GAMES, TOYS, PUZZLES	140	34.9
MANIPULATIVE OBJECTS AND TOOLS	138	34.4
16MM FILMS	121	30.2
FLANNEL BOARD MATERIALS	115	28.7
MODELS	102	25.4
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	98	24.4
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	87	21.7
SLIDES	82	20.4
FILMLOOPS	77	19.2
8MM FILMS	73	18.2
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	53	13.2
AUDIO FLASHCARDS	52	13.0
LARGE TYPE WORKBOOKS, WORKTEXTS	44	11.0
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	41	10.2
LARGE TYPE TEXTBOOKS	36	9.0
CASSETTE TAPES	35	8.7
SOUND FILMSTRIPS	31	7.7
LARGE TYPE REFERENCE/LIBRARY BOOKS	26	6.5
SOUND SLIDES	24	6.0
RECORDS	18	4.5
REEL-TO-REEL TAPES	8	2.0
BRAILLE REFERENCE/LIBRARY BOOKS	7	1.7
BRAILLE TEXTBOOKS	6	1.5
BRAILLE WORKBOOKS, WORKTEXTS	6	1.5
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	5	1.2

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MILDLY (EDUCABLE) MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	734	36.4
TOTAL RESPONSES TO THIS HANDICAP AREA	960	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA FREQ.	PCT
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	137	18.7
CAREER EDUCATION	129	17.6
SELF-CONCEPT	71	9.7
READING COMPREHENSION AND APPRECIATION	69	9.4
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	64	8.7
REMEDIAL READING	45	6.1
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY) ..	43	5.9
APPROPRIATE SOCIAL BEHAVIOR	36	4.9
HUMAN SEXUALITY (SEX EDUCATION)	27	3.7
INTERPERSONAL RELATIONS	26	3.5
READING READINESS SKILLS	25	3.4
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	25	3.4
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	24	3.3
WORD ATTACK SKILLS	23	3.1
SOCIAL SCIENCE	19	2.6
NATURAL AND PHYSICAL SCIENCE	18	2.5
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH) ..	16	2.2
MATHEMATICS COMPUTATION	15	2.0
MEASUREMENT, TIME, MONEY	15	2.0

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MILDLY (EDUCABLE) MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	734	36.4
TOTAL RESPONSES TO THIS HANDICAP AREA	960	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	7	0.7
5 TO 8	79	8.2
9 TO 11	168	17.5
12 TO 14	170	17.7
15 TO 17	224	23.3
18 AND OVER	41	4.3
11 AND YOUNGER	67	7.0
12 AND OLDER	198	20.6
INVALID OR NO RESPONSE	6	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	2	0.2
PRE-SCHOOL, AGES 3-4	35	3.6
PRIMARY, GRADES K-3	287	29.9
INTERMEDIATE, GRADES 4-6	196	20.4
JUNIOR HIGH, GRADES 7-9	110	11.5
HIGH SCHOOL, GRADES 10-12	82	8.5
INTERMEDIATE AND BELOW	105	10.9
JUNIOR AND SENIOR HIGH	136	14.2
INVALID OR NO RESPONSE	7	0.7

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MILDLY (EDUCABLE) MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	734	36.4
TOTAL RESPONSES TO THIS HANDICAP AREA	960	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR THIS TYPE OF STUDENT

	FREQ.	PCT
1 OR 2	209	21.8
3 TO 5	282	29.4
6 TO 8	192	20.0
9 TO 14	123	12.8
15 OR MORE	138	14.4
INVALID OR NO RESPONSE	16	1.7

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS TYPE: BETWEEN 5384 AND 9226 MIDPOINT 7305

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	117	12.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	424	44.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	387	40.3
INTEREST LEVEL INAPPROPRIATE	355	37.0
AVAILABLE MATERIALS TOO COSTLY	336	35.0
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	327	34.1
LOW CHILD APPEAL	289	30.1
CONCEPT LEVEL INAPPROPRIATE	266	27.7
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	235	24.5
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	211	22.0
POOR SEQUENCING OF LEARNING COMPONENTS	184	19.2
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	147	15.3
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	120	12.5
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	97	10.1
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	83	8.6
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	76	7.9
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	37	3.9

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MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MILDLY (EDUCABLE) MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	734	36.4
TOTAL RESPONSES TO THIS HANDICAP AREA	960	

Q3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
REGULAR TYPE WORKBOOKS, WORKTEXTS	571	59.5
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	460	47.9
CASSETTE TAPES	447	46.6
MULTIMEDIA KITS	435	45.3
REGULAR TYPE TEXTBOOKS	388	40.4
PROGRAMMED INSTRUCTIONAL TEXTS	365	38.0
MANIPULATIVE OBJECTS AND TOOLS	362	37.7
SOUND FILMSTRIPS	361	37.6
FILMSTRIPS	336	35.0
16MM FILMS	326	34.0
GAMES, TOYS, PUZZLES	321	33.4
REGULAR TYPE REFERENCE/LIBRARY BOOKS	296	30.8
MAPS, CHARTS, PICTURES	292	30.4
MODELS	238	24.8
RECORDS	221	23.0
AUDIO FLASHCARDS	218	22.7
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	206	21.5
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	196	20.4
SLIDES	182	19.0
CAPTIONED FILMS, SLIDES, FILMSTRIPS	178	18.5
FLANNEL BOARD MATERIALS	162	16.9
8MM FILMS	152	15.8
FILMLOOPS	146	15.2
SOUND SLIDES	142	14.8
LARGE TYPE WORKBOOKS, WORKTEXTS	139	14.5
LARGE TYPE TEXTBOOKS	114	11.9
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	109	11.4
LARGE TYPE REFERENCE/LIBRARY BOOKS	86	9.0
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	70	7.3
REEL-TO-REEL TAPES	62	6.5
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	24	2.5
BRAILLE WORKBOOKS, WORKTEXTS	23	2.4
BRAILLE TEXTBOOKS	20	2.1
BRAILLE REFERENCE/LIBRARY BOOKS	17	1.8

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	840	41.7
TOTAL RESPONSES TO THIS HANDICAP AREA	925	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA FREQ.	PCT
APPROPRIATE SOCIAL BEHAVIOR	395	47.0
SELF-CONCEPT	164	19.5
INTERPERSONAL RELATIONS	133	15.8
CAREER EDUCATION	32	3.8
REMEDIAL READING	23	2.7
READING COMPREHENSION AND APPRECIATION	18	2.1
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	14	1.7
SELF-EXPRESSION	12	1.4
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)	11	1.3
READING READINESS SKILLS	10	1.2
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	10	1.2
BASIC PERCEPTUAL AWARENESS	9	1.1
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	8	1.0
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	8	1.0
MEDICAL KNOWLEDGE ABOUT DISABILITY	6	0.7
LIFE-LONG LEISURE SKILLS	6	0.7
MATHEMATICS COMPUTATION	5	0.6
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	5	0.6

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	840	41.7
TOTAL RESPONSES TO THIS HANDICAP AREA	925	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	20	2.2
5 TO 8	89	9.6
9 TO 11	159	17.2
12 TO 14	197	21.3
15 TO 17	127	13.7
18 AND OVER	26	2.8
11 AND YOUNGER	128	13.8
12 AND OLDER	172	18.6
INVALID OR NO RESPONSE	7	0.8

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	7	0.8
PRE-SCHOOL, AGES 3-4	49	5.3
PRIMARY, GRADES K-3	190	20.5
INTERMEDIATE, GRADES 4-6	234	25.3
JUNIOR HIGH, GRADES 7-9	156	16.9
HIGH SCHOOL, GRADES 10-12	44	4.8
INTERMEDIATE AND BELOW	111	12.0
JUNIOR AND SENIOR HIGH	122	13.2
INVALID OR NO RESPONSE	12	1.3

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	840	41.7
TOTAL RESPONSES TO THIS HANDICAP AREA	925	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR THIS TYPE OF STUDENT

	FREQ.	PCT
1 OR 2	161	17.4
3 TO 5	292	31.6
6 TO 8	188	20.3
9 TO 14	112	12.1
15 OR MORE	143	15.5
INVALID OR NO RESPONSE	29	3.1

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS TYPE: BETWEEN 5318 AND 9144 MIDPOINT 7231

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	227	24.5
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	347	37.5
AVAILABLE MATERIALS TOO COSTLY	266	28.8
INTEREST LEVEL INAPPROPRIATE	262	28.3
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	243	26.3
LOW CHILD APPEAL	235	25.4
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	222	24.0
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	209	22.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	183	19.8
CONCEPT LEVEL INAPPROPRIATE	182	19.7
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	163	17.6
POOR SEQUENCING OF LEARNING COMPONENTS	128	13.8
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	80	8.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	70	7.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	59	6.4
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	59	6.4
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	33	3.6

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	840	41.7
TOTAL RESPONSES TO THIS HANDICAP AREA	925	

Q3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS ..	453	49.0
CASSETTE TAPES	422	45.6
REGULAR TYPE WORKBOOKS, WORKTEXTS	395	42.7
16MM FILMS	389	42.1
MULTIMEDIA KITS	389	42.1
SOUND FILMSTRIPS	346	37.4
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	325	35.1
PROGRAMMED INSTRUCTIONAL TEXTS	303	32.8
GAMES, TOYS, PUZZLES	292	31.6
MANIPULATIVE OBJECTS AND TOOLS	275	29.7
FILMSTRIPS	269	29.1
REGULAR TYPE TEXTBOOKS	253	27.4
REGULAR TYPE REFERENCE/LIBRARY BOOKS	224	24.2
RECORDS	211	22.8
MODELS	201	21.7
8MM FILMS	191	20.6
CAPTIONED FILMS, SLIDES, FILMSTRIPS	169	18.3
MAPS, CHARTS, PICTURES	167	18.1
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	161	17.4
SLIDES	137	14.8
FILMLOOPS	131	14.2
SOUND SLIDES	125	13.5
AUDIO FLASHCARDS	120	13.0
FLANNEL BOARD MATERIALS	111	12.0
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	101	10.9
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	92	9.9
LARGE TYPE WORKBOOKS, WORKTEXTS	74	8.0
REEL-TO-REEL TAPES	73	7.9
LARGE TYPE TEXTBOOKS	56	6.1
LARGE TYPE REFERENCE/LIBRARY BOOKS	49	5.3
BRAILLE WORKBOOKS, WORKTEXTS	16	1.7
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	16	1.7
BRAILLE REFERENCE/LIBRARY BOOKS	11	1.2
BRAILLE TEXTBOOKS	8	0.9

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SPECIFIC LEARNING DISABLED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	835	41.4
TOTAL RESPONSES TO THIS HANDICAP AREA	1031	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
READING COMPREHENSION AND APPRECIATION	120	14.4
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)	118	14.1
REMEDIAL READING	100	12.0
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	93	11.1
SELF-CONCEPT	61	7.3
CAREER EDUCATION	53	6.3
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	43	5.1
VISUAL PERCEPTION, DEVELOPMENT AND FUNCTIONING	41	4.9
BASIC PERCEPTUAL AWARENESS	32	3.8
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	27	3.2
WORD ATTACK SKILLS	26	3.1
MATHEMATICS COMPUTATION	24	2.9
APPROPRIATE SOCIAL BEHAVIOR	24	2.9
READING READINESS SKILLS	22	2.6
AUDITORY PERCEPTION, DEVELOPMENT AND FUNCTIONING	20	2.4
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	19	2.3
SOCIAL SCIENCE	18	2.2

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SPECIFIC LEARNING DISABLED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	835	41.4
TOTAL RESPONSES TO THIS HANDICAP AREA	1031	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	17	1.6
5 TO 8	149	14.5
9 TO 11	250	24.2
12 TO 14	162	15.7
15 TO 17	128	12.4
18 AND OVER	10	1.0
11 AND YOUNGER	145	14.1
12 AND OLDER	160	15.5
INVALID OR NO RESPONSE	10	1.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	4	0.4
PRE-SCHOOL, AGES 3-4	40	3.9
PRIMARY, GRADES K-3	313	30.4
INTERMEDIATE, GRADES 4-6	273	26.5
JUNIOR HIGH, GRADES 7-9	72	7.0
HIGH SCHOOL, GRADES 10-12	45	4.4
INTERMEDIATE AND BELOW	146	14.2
JUNIOR AND SENIOR HIGH	127	12.3
INVALID OR NO RESPONSE	11	1.1

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SPECIFIC LEARNING DISABLED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	835	41.4
TOTAL RESPONSES TO THIS HANDICAP AREA	1031	

C1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR THIS TYPE OF STUDENT

	FREQ.	PCT
1 OR 2	171	16.6
3 TO 5	284	27.5
6 TO 8	212	20.6
9 TO 14	155	15.0
15 OR MORE	174	16.9
INVALID OR NO RESPONSE	35	3.4

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS TYPE: BETWEEN 6300 AND 10848 MIDPOINT 8574

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

C2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	118	11.4
AVAILABLE MATERIALS TOO COSTLY	403	39.1
INTEREST LEVEL INAPPROPRIATE	398	38.6
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	350	33.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	314	30.5
LOW CHILD APPEAL	312	30.3
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	302	29.3
POOR SEQUENCING OF LEARNING COMPONENTS	288	27.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	265	25.7
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	263	25.5
CONCEPT LEVEL INAPPROPRIATE	226	21.9
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	192	18.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	151	14.6
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	128	12.4
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	121	11.7
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	80	7.8
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	55	5.3

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SPECIFIC LEARNING DISABLED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	835	41.4
TOTAL RESPONSES TO THIS HANDICAP AREA	1031	

C3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
REGULAR TYPE WORKBOOKS, WORKTEXTS	578	56.1
CASSETTE TAPES	497	48.2
MULTIMEDIA KITS	456	44.2
PROGRAMMED INSTRUCTIONAL TEXTS	445	43.2
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	440	42.7
REGULAR TYPE TEXTBOOKS	398	38.6
MANIPULATIVE OBJECTS AND TOOLS	375	36.4
SOUND FILMSTRIPS	331	32.1
GAMES, TOYS, PUZZLES	328	31.8
REGULAR TYPE REFERENCE/LIBRARY BOOKS	289	28.0
AUDIO FLASHCARDS	277	26.9
FILMSTRIPS	269	26.1
16MM FILMS	264	25.6
MAPS, CHARTS, PICTURES	244	23.7
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	243	23.6
RECORDS	202	19.6
MODELS	202	19.6
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	202	19.6
CAPTIONED FILMS, SLIDES, FILMSTRIPS	182	17.7
LARGE TYPE WORKBOOKS, WORKTEXTS	155	15.0
FLANNEL BOARD MATERIALS	148	14.4
SOUND SLIDES	145	14.1
FILMLOOPS	134	13.0
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	131	12.7
SLIDES	129	12.5
LARGE TYPE TEXTBOOKS	126	12.2
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	116	11.3
8MM FILMS	109	10.6
LARGE TYPE REFERENCE/LIBRARY BOOKS	82	8.0
REEL-TO-REEL TAPES	59	5.7
BRAILLE WORKBOOKS, WORKTEXTS	26	2.5
BRAILLE TEXTBOOKS	23	2.2
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	21	2.0
BRAILLE REFERENCE/LIBRARY BOOKS	12	1.2

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	327	16.2
TOTAL RESPONSES TO THIS HANDICAP AREA	364	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY) ..	43	13.1
REMEDIAL READING	30	9.2
SELF-CONCEPT	29	8.9
CAREER EDUCATION	25	7.6
READING COMPREHENSION AND APPRECIATION	23	7.0
BASIC PERCEPTUAL AWARENESS	16	4.9
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	15	4.6
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	15	4.6
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	15	4.6
INTERPERSONAL RELATIONS	13	4.0
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH) ..	12	3.7
READING READINESS SKILLS	11	3.4
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	9	2.8
APPROPRIATE SOCIAL BEHAVIOR	9	2.8
READING VOCABULARY DEVELOPMENT	8	2.4
WORD ATTACK SKILLS	7	2.1
AUDITORY PERCEPTION, DEVELOPMENT AND FUNCTIONING	7	2.1
STUDY AND REFERENCE SKILLS	6	1.8
SOCIAL SCIENCE	6	1.8

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	327	16.2
TOTAL RESPONSES TO THIS HANDICAP AREA	364	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	35	9.6
5 TO 8	61	16.8
9 TO 11	57	15.7
12 TO 14	46	12.6
15 TO 17	39	10.7
18 AND OVER	9	2.5
11 AND YOUNGER	43	11.8
12 AND OLDER	69	19.0
INVALID OR NO RESPONSE	5	1.4

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	18	4.9
PRE-SCHOOL, AGES 3-4	40	11.0
PRIMARY, GRADES K-3	96	26.4
INTERMEDIATE, GRADES 4-6	69	19.0
JUNIOR HIGH, GRADES 7-9	45	12.4
HIGH SCHOOL, GRADES 10-12	10	2.7
INTERMEDIATE AND BELOW	40	11.0
JUNIOR AND SENIOR HIGH	43	11.8
INVALID OR NO RESPONSE	3	0.8

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED

		FREQ.	PCT
	RESPONDENTS CHOOSING THIS HANDICAP AREA	327	16.2
	TOTAL RESPONSES TO THIS HANDICAP AREA	364	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR THIS TYPE OF STUDENT

	FREQ.	PCT
1 OR 2	76	20.9
3 TO 5	68	18.7
6 TO 8	73	20.1
9 TO 14	48	13.2
15 OR MORE	89	24.5
INVALID OR NO RESPONSE	10	2.7

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS TYPE: BETWEEN 2485 AND 4418 MIDPOINT 3452

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	75	20.6
INTEREST LEVEL INAPPROPRIATE	119	32.7
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	115	31.6
AVAILABLE MATERIALS TOO COSTLY	107	29.4
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	104	28.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	103	28.3
LOW CHILD APPEAL	102	28.0
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	92	25.3
CONCEPT LEVEL INAPPROPRIATE	89	24.5
POOR SEQUENCING OF LEARNING COMPONENTS	84	23.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	84	23.1
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	61	16.8
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	46	12.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	43	11.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	39	10.7
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	21	5.8
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	14	3.8

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	327	16.2
TOTAL RESPONSES TO THIS HANDICAP AREA	364	

Q3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
MULTIMEDIA KITS	184	50.5
REGULAR TYPE WORKBOOKS, WORKTEXTS	179	49.2
MANIPULATIVE OBJECTS AND TOOLS	154	42.3
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	140	38.5
CASSETTE TAPES	137	37.6
PROGRAMMED INSTRUCTIONAL TEXTS	135	37.1
REGULAR TYPE TEXTBOOKS	130	35.7
GAMES, TOYS, PUZZLES	127	34.9
SOUND FILMSTRIPS	120	33.0
16MM FILMS	110	30.2
REGULAR TYPE REFERENCE/LIBRARY BOOKS	103	28.3
MAPS, CHARTS, PICTURES	100	27.5
FILMSTRIPS	95	26.1
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	83	22.8
MODELS	79	21.7
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	77	21.2
CAPTIONED FILMS, SLIDES, FILMSTRIPS	73	20.1
AUDIO FLASHCARDS	73	20.1
RECORDS	66	18.1
LARGE TYPE WORKBOOKS, WORKTEXTS	65	17.9
SOUND SLIDES	57	15.7
FILMLOOPS	54	14.8
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	53	14.6
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	50	13.7
SLIDES	50	13.7
8MM FILMS	49	13.5
FLANNEL BOARD MATERIALS	49	13.5
LARGE TYPE TEXTBOOKS	47	12.9
LARGE TYPE REFERENCE/LIBRARY BOOKS	38	10.4
REEL-TO-REEL TAPES	27	7.4
BRAILLE TEXTBOOKS	18	4.9
BRAILLE WORKBOOKS, WORKTEXTS	18	4.9
BRAILLE REFERENCE/LIBRARY BOOKS	17	4.7
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	16	4.4

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SPEECH AND LANGUAGE IMPAIRED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	272	13.5
TOTAL RESPONSES TO THIS HANDICAP AREA	323	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH) ..	123	45.2
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	39	14.3
VOCAL DEVELOPMENT (PRESPEECH MOTOR ACTIVITIES; PRODUCTION OF SPEECH SOUNDS)	25	9.2
AUDITORY PERCEPTION, DEVELOPMENT AND FUNCTIONING	24	8.8
ORAL LANGUAGE ARTS (E.G., ORAL EXPRESSION, STYLE, FLUENCY)	23	8.5
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY) ..	18	6.6
READING VOCABULARY DEVELOPMENT	11	4.0
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	11	4.0
READING READINESS SKILLS	5	1.8
REMEDIAL READING	4	1.5
SPECIALIZED COMMUNICATION DEVICES (E.G., USE OF HEARING AIDS, TYPEWRITERS)	4	1.5
INTERPERSONAL RELATIONS	4	1.5
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	3	1.1
SELF-EXPRESSION	3	1.1
READING COMPREHENSION AND APPRECIATION	2	0.7
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	2	0.7
BASIC PERCEPTUAL AWARENESS	2	0.7
SELF-CONCEPT	2	0.7
APPROPRIATE SOCIAL BEHAVIOR	2	0.7

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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SPEECH AND LANGUAGE IMPAIRED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	272	13.5
TOTAL RESPONSES TO THIS HANDICAP AREA	323	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	37	11.5
5 TO 8	112	34.7
9 TO 11	57	17.6
12 TO 14	18	5.6
15 TO 17	9	2.8
18 AND OVER	5	1.5
11 AND YOUNGER	55	17.0
12 AND OLDER	28	8.7
INVALID OR NO RESPONSE	2	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	13	4.0
PRE-SCHOOL, AGES 3-4	68	21.1
PRIMARY, GRADES K-3	123	38.1
INTERMEDIATE, GRADES 4-6	36	11.1
JUNIOR HIGH, GRADES 7-9	15	4.6
HIGH SCHOOL, GRADES 10-12	4	1.2
INTERMEDIATE AND BELOW	43	13.3
JUNIOR AND SENIOR HIGH	18	5.6
INVALID OR NO RESPONSE	3	0.9

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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SPEECH AND LANGUAGE IMPAIRED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	272	13.5
TOTAL RESPONSES TO THIS HANDICAP AREA	323	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR THIS TYPE OF STUDENT

	FREQ.	PCT
1 OR 2	71	22.0
3 TO 5	79	24.5
6 TO 8	58	18.0
9 TO 14	46	14.2
15 OR MORE	55	17.0
INVALID OR NO RESPONSE	14	4.3

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS TYPE: BETWEEN 1895 AND 3295 MIDPOINT 2595

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	48	14.9
AVAILABLE MATERIALS TOO COSTLY	114	35.3
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	90	27.9
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	88	27.2
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	83	25.7
INTEREST LEVEL INAPPROPRIATE	79	24.5
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	78	24.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	69	21.4
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	66	20.4
POOR SEQUENCING OF LEARNING COMPONENTS	65	20.1
LOW CHILD APPEAL	63	19.5
CONCEPT LEVEL INAPPROPRIATE	61	18.9
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	48	14.9
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	37	11.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	35	10.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	30	9.3
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	16	5.0

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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
SPEECH AND LANGUAGE IMPAIRED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	272	13.5
TOTAL RESPONSES TO THIS HANDICAP AREA	323	

C3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
REGULAR TYPE WORKBOOKS, WORKTEXTS	136	42.1
CASSETTE TAPES	136	42.1
MULTIMEDIA KITS	117	36.2
MANIPULATIVE OBJECTS AND TOOLS	115	35.6
GAMES, TOYS, PUZZLES	114	35.3
AUDIO FLASHCARDS	98	30.3
PROGRAMMED INSTRUCTIONAL TEXTS	94	29.1
RECORDS	86	26.6
FLANNEL BOARD MATERIALS	86	26.6
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	85	26.3
MAPS, CHARTS, PICTURES	79	24.5
FILMSTRIPS	69	21.4
REGULAR TYPE REFERENCE/LIBRARY BOOKS	65	20.1
MODELS	62	19.2
SOUND FILMSTRIPS	60	18.6
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	60	18.6
16MM FILMS	54	16.7
REGULAR TYPE TEXTBOOKS	51	15.8
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	49	15.2
CAPTIONED FILMS, SLIDES, FILMSTRIPS	42	13.0
SOUND SLIDES	39	12.1
SLIDES	36	11.1
FILMLOOPS	33	10.2
LARGE TYPE WORKBOOKS, WORKTEXTS	31	9.6
8MM FILMS	28	8.7
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	26	8.0
REEL-TO-REEL TAPES	23	7.1
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	23	7.1
LARGE TYPE REFERENCE/LIBRARY BOOKS	20	6.2
LARGE TYPE TEXTBOOKS	15	4.6
BRAILLE WORKBOOKS, WORKTEXTS	6	1.9
BRAILLE REFERENCE/LIBRARY BOOKS	5	1.5
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	4	1.2
BRAILLE TEXTBOOKS	2	0.6

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	161	8.0
TOTAL RESPONSES TO THIS HANDICAP AREA	174	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

RESPONDENTS CHOOSING THIS CURRICULUM AREA

	FREQ.	PCT
LOCOMOTION AND ADAPTIVE MOVEMENT	30	18.6
PHYSICAL EDUCATION	13	8.1
GROSS MOTOR DEVELOPMENT	11	6.8
CAREER EDUCATION	11	6.8
FINE MOTOR DEVELOPMENT	10	6.2
SELF-CARE SKILLS (E.G., EATING, GROOMING)	9	5.6
SELF-CONCEPT	7	4.3
SENSORY MOTOR INTEGRATION	6	3.7
READING COMPREHENSION AND APPRECIATION	5	3.1
HUMAN SEXUALITY (SEX EDUCATION)	5	3.1
BASIC PERCEPTUAL AWARENESS	5	3.1
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	5	3.1
SPECIALIZED COMMUNICATION DEVICES (E.G., USE OF HEARING AIDS, TYPEWRITERS)	5	3.1
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	5	3.1
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	4	2.5
USE AND MAINTENANCE OF PERSONAL REHABILITATION EQUIPMENT	4	2.5
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	4	2.5
INTERPERSONAL RELATIONS	4	2.5

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	161	8.0
TOTAL RESPONSES TO THIS HANDICAP AREA	174	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	8	4.6
5 TO 8	35	20.1
9 TO 11	19	10.9
12 TO 14	20	11.5
15 TO 17	16	9.2
18 AND OVER	11	6.3
11 AND YOUNGER	29	16.7
12 AND OLDER	35	20.1
INVALID OR NO RESPONSE	1	0.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	14	8.0
PRE-SCHOOL, AGES 3-4	26	14.9
PRIMARY, GRADES K-3	38	21.8
INTERMEDIATE, GRADES 4-6	17	9.8
JUNIOR HIGH, GRADES 7-9	17	9.8
HIGH SCHOOL, GRADES 10-12	11	6.3
INTERMEDIATE AND BELOW	24	13.8
JUNIOR AND SENIOR HIGH	24	13.8
INVALID OR NO RESPONSE	3	1.7

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	161	8.0
TOTAL RESPONSES TO THIS HANDICAP AREA	174	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR THIS TYPE OF STUDENT

	FREQ.	PCT
1 OR 2	55	31.6
3 TO 5	71	40.8
6 TO 8	20	11.5
9 TO 14	10	5.7
15 OR MORE	13	7.5
INVALID OR NO RESPONSE	5	2.9

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS TYPE: BETWEEN 673 AND 1155 MIDPOINT 914

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	35	20.1
AVAILABLE MATERIALS TOO COSTLY	63	36.2
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	60	34.5
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	56	32.2
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	48	27.6
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	37	21.3
INTEREST LEVEL INAPPROPRIATE	30	17.2
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	28	16.1
LOW CHILD APPEAL	26	14.9
POOR SEQUENCING OF LEARNING COMPONENTS	25	14.4
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	24	13.8
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	23	13.2
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	22	12.6
CONCEPT LEVEL INAPPROPRIATE	19	10.9
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	17	9.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	8	4.6
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	8	4.6

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	161	8.0
TOTAL RESPONSES TO THIS HANDICAP AREA	174	

C3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	95	54.6
MULTIMEDIA KITS	63	36.2
CASSETTE TAPES	52	29.9
16MM FILMS	49	28.2
SOUND FILMSTRIPS	49	28.2
GAMES, TOYS, PUZZLES	49	28.2
REGULAR TYPE REFERENCE/LIBRARY BOOKS	47	27.0
PROGRAMMED INSTRUCTIONAL TEXTS	43	24.7
FILMSTRIPS	42	24.1
REGULAR TYPE WORKBOOKS, WORKTEXTS	40	23.0
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	40	23.0
RECORDS	40	23.0
MODELS	39	22.4
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	38	21.8
REGULAR TYPE TEXTBOOKS	37	21.3
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	33	19.0
CAPTIONED FILMS, SLIDES, FILMSTRIPS	32	18.4
MAPS, CHARTS, PICTURES	31	17.8
LARGE TYPE WORKBOOKS, WORKTEXTS	28	16.1
FLANNEL BOARD MATERIALS	27	15.5
LARGE TYPE TEXTBOOKS	26	14.9
8MM FILMS	26	14.9
AUDIO FLASHCARDS	26	14.9
SLIDES	24	13.8
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	22	12.6
SOUND SLIDES	19	10.9
LARGE TYPE REFERENCE/LIBRARY BOOKS	18	10.3
FILMLOOPS	17	9.8
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	17	9.8
REEL-TO-REEL TAPES	14	8.0
BRAILLE WORKBOOKS, WORKTEXTS	13	7.5
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	8	4.6
BRAILLE TEXTBOOKS	5	2.9
BRAILLE REFERENCE/LIBRARY BOOKS	5	2.9

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MODERATELY (TRAINABLE) MENTALLY RETARDED/
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	513	25.5
TOTAL RESPONSES TO THIS HANDICAP AREA	642	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	91	17.7
SELF-CARE SKILLS (E.G., EATING, GROOMING)	82	16.0
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	62	12.1
APPROPRIATE SOCIAL BEHAVIOR	57	11.1
HUMAN SEXUALITY (SEX EDUCATION)	39	7.6
CAREER EDUCATION	39	7.6
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	35	6.8
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	29	5.7
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)	28	5.5
LIFE-LONG LEISURE SKILLS	18	3.5
SELF-CONCEPT	17	3.3
INTERPERSONAL RELATIONS	14	2.7
BASIC PERCEPTUAL AWARENESS	11	2.1
GROSS MOTOR DEVELOPMENT	11	2.1
READING COMPREHENSION AND APPRECIATION	10	1.9
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	9	1.8
SELF-EXPRESSION	9	1.8
READING READINESS SKILLS	8	1.6

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MODERATELY (TRAINABLE) MENTALLY RETARDED/
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	513	25.5
TOTAL RESPONSES TO THIS HANDICAP AREA	642	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	17	2.6
5 TO 8	39	6.1
9 TO 11	46	7.2
12 TO 14	60	9.3
15 TO 17	87	13.6
18 AND OVER	116	18.1
11 AND YOUNGER	63	9.8
12 AND OLDER	204	31.8
INVALID OR NO RESPONSE	10	1.6

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	26	4.0
PRE-SCHOOL, AGES 3-4	139	21.7
PRIMARY, GRADES K-3	227	35.4
INTERMEDIATE, GRADES 4-6	77	12.0
JUNIOR HIGH, GRADES 7-9	28	4.4
HIGH SCHOOL, GRADES 10-12	16	2.5
INTERMEDIATE AND BELOW	70	10.9
JUNIOR AND SENIOR HIGH	56	8.7
INVALID OR NO RESPONSE	3	0.5

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MODERATELY (TRAINABLE) MENTALLY RETARDED/
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	513	25.5
TOTAL RESPONSES TO THIS HANDICAP AREA	642	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR THIS TYPE OF STUDENT

	FREQ.	PCT
1 OR 2	124	19.3
3 TO 5	219	34.1
6 TO 8	129	20.1
9 TO 14	71	11.1
15 OR MORE	72	11.2
INVALID OR NO RESPONSE	27	4.2

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS TYPE: BETWEEN 3274 AND 5529 MIDPOINT 4402

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	109	17.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	276	43.0
INTEREST LEVEL INAPPROPRIATE	222	34.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	206	32.1
CONCEPT LEVEL INAPPROPRIATE	205	31.9
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	186	29.0
AVAILABLE MATERIALS TOO COSTLY	178	27.7
POOR SEQUENCING OF LEARNING COMPONENTS	144	22.4
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	142	22.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	142	22.1
LOW CHILD APPEAL	110	17.1
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	109	17.0
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	109	17.0
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	80	12.5
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	63	9.8
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	57	8.9
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	29	4.5

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MODERATELY (TRAINABLE) MENTALLY RETARDED/
SEVERELY AND PROFOUNDLY MENTALLY RETARDED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	513	25.5
TOTAL RESPONSES TO THIS HANDICAP AREA	642	

Q3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	306	47.7
16MM FILMS	289	45.0
MULTIMEDIA KITS	288	44.9
GAMES, TOYS, PUZZLES	273	42.5
CASSETTE TAPES	268	41.7
SOUND FILMSTRIPS	243	37.9
FILMSTRIPS	220	34.3
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	212	33.0
REGULAR TYPE WORKBOOKS, WORKTEXTS	207	32.2
RECORDS	197	30.7
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	194	30.2
MAPS, CHARTS, PICTURES	181	28.2
FLANNEL BOARD MATERIALS	179	27.9
MODELS	176	27.4
PROGRAMMED INSTRUCTIONAL TEXTS	156	24.3
REGULAR TYPE REFERENCE/LIBRARY BOOKS	145	22.6
AUDIO FLASHCARDS	141	22.0
SLIDES	139	21.7
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	120	18.7
LARGE TYPE WORKBOOKS, WORKTEXTS	119	18.5
8MM FILMS	118	18.4
REGULAR TYPE TEXTBOOKS	112	17.4
SOUND SLIDES	107	16.7
CAPTIONED FILMS, SLIDES, FILMSTRIPS	107	16.7
FILMLOOPS	102	15.9
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	98	15.3
LARGE TYPE TEXTBOOKS	68	10.6
LARGE TYPE REFERENCE/LIBRARY BOOKS	60	9.3
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	43	6.7
REEL-TO-REEL TAPES	40	6.2
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	25	3.9
BRAILLE WORKBOOKS, WORKTEXTS	23	3.6
BRAILLE REFERENCE/LIBRARY BOOKS	19	3.0
BRAILLE TEXTBOOKS	15	2.3

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NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MULTIPLY HANDICAPPED/
SEVERELY AND PROFOUNDLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	539	26.7
TOTAL RESPONSES TO THIS HANDICAP AREA	651	

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
SELF-CARE SKILLS (E.G., EATING, GROOMING)	118	21.9
BASIC PERCEPTUAL AWARENESS	61	11.3
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	52	9.6
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	38	7.1
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)	36	6.7
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	32	5.9
SENSORY MOTOR INTEGRATION	29	5.4
LOCOMOTION AND ADAPTIVE MOVEMENT	27	5.0
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	26	4.8
APPROPRIATE SOCIAL BEHAVIOR	25	4.6
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	24	4.5
GROSS MOTOR DEVELOPMENT	22	4.1
CAREER EDUCATION	18	3.3
VOCAL DEVELOPMENT (PRESPEECH MOTOR ACTIVITIES; PRODUCTION OF SPEECH SOUNDS)	16	3.0
SPECIALIZED COMMUNICATION DEVICES (E.G., USE OF HEARING AIDS, TYPEWRITERS)	14	2.6
SELF-CONCEPT	13	2.4
INTERPERSONAL RELATIONS	11	2.0
TACTILE PERCEPTION, DEVELOPMENT AND FUNCTIONING	10	1.9
LIFE-LONG LEISURE SKILLS	9	1.7

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MEDIA SPECIALISTS/LIBRARIANS
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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MULTIPLY HANDICAPPED/
SEVERELY AND PROFOUNDLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	539	26.7
TOTAL RESPONSES TO THIS HANDICAP AREA	651	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	66	10.1
5 TO 8	96	14.7
9 TO 11	60	9.2
12 TO 14	46	7.1
15 TO 17	47	7.2
18 AND OVER	65	10.0
11 AND YOUNGER	119	18.3
12 AND OLDER	146	22.4
INVALID OR NO RESPONSE	6	0.9

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	232	35.6
PRE-SCHOOL, AGES 3-4	161	24.7
PRIMARY, GRADES K-3	119	18.3
INTERMEDIATE, GRADES 4-6	33	5.1
JUNIOR HIGH, GRADES 7-9	6	0.9
HIGH SCHOOL, GRADES 10-12	9	1.4
INTERMEDIATE AND BELOW	54	8.3
JUNIOR AND SENIOR HIGH	29	4.5
INVALID OR NO RESPONSE	8	1.2

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INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MULTIPLY HANDICAPPED/
SEVERELY AND PROFOUNDLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	539	26.7
TOTAL RESPONSES TO THIS HANDICAP AREA	651	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS FOR THIS TYPE OF STUDENT

	FREQ.	PCT
1 OR 2	149	22.9
3 TO 5	215	33.0
6 TO 8	114	17.5
9 TO 14	73	11.2
15 OR MORE	77	11.8
INVALID OR NO RESPONSE	23	3.5

APPROXIMATE NUMBER OF TEACHERS WHO NEED MATERIALS FOR STUDENTS OF THIS TYPE: BETWEEN 3290 AND 5617 MIDPOINT 4454

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT FOR THIS TYPE OF STUDENT

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	157	24.1
AVAILABLE MATERIALS TOO COSTLY	209	32.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	182	28.0
CONCEPT LEVEL INAPPROPRIATE	171	26.3
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	165	25.3
INTEREST LEVEL INAPPROPRIATE	162	24.9
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	156	24.0
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	148	22.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	127	19.5
POOR SEQUENCING OF LEARNING COMPONENTS	122	18.7
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	121	18.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	103	15.8
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	99	15.2
LOW CHILD APPEAL	93	14.3
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	84	12.9
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	42	6.5
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	34	5.2

SPECIAL EDUCATION SUPERVISORS
MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
2015 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

PRIORITIZED STUDENT HANDICAP AREA:
MULTIPLY HANDICAPPED/
SEVERELY AND PROFOUNDLY HANDICAPPED

	FREQ.	PCT
RESPONDENTS CHOOSING THIS HANDICAP AREA	539	26.7
TOTAL RESPONSES TO THIS HANDICAP AREA	651	

Q3 IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED FOR THIS TYPE OF STUDENT

	FREQ.	PCT
MANIPULATIVE OBJECTS AND TOOLS	390	59.9
GAMES, TOYS, PUZZLES	290	44.5
MULTIMEDIA KITS	234	35.9
CASSETTE TAPES	195	30.0
16MM FILMS	172	26.4
REGULAR TYPE REFERENCE/LIBRARY BOOKS	162	24.9
MODELS	156	24.0
FLANNEL BOARD MATERIALS	150	23.0
RECORDS	147	22.6
SOUND FILMSTRIPS	146	22.4
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	146	22.4
PROGRAMMED INSTRUCTIONAL TEXTS	135	20.7
FILMSTRIPS	132	20.3
REGULAR TYPE WORKBOOKS, WORKTEXTS	128	19.7
LARGE TYPE WORKBOOKS, WORKTEXTS	107	16.4
MAPS, CHARTS, PICTURES	107	16.4
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	106	16.3
AUDIO FLASHCARDS	103	15.8
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	100	15.4
REGULAR TYPE TEXTBOOKS	91	14.0
CAPTIONED FILMS, SLIDES, FILMSTRIPS	79	12.1
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	78	12.0
SLIDES	77	11.8
LARGE TYPE TEXTBOOKS	70	10.8
LARGE TYPE REFERENCE/LIBRARY BOOKS	65	10.0
8MM FILMS	64	9.8
FILMLOOPS	62	9.5
SOUND SLIDES	59	9.1
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	53	8.1
BRAILLE WORKBOOKS, WORKTEXTS	42	6.5
REEL-TO-REEL TAPES	29	4.5
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	28	4.3
BRAILLE REFERENCE/LIBRARY BOOKS	25	3.8
BRAILLE TEXTBOOKS	24	3.7

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION K. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF SPECIAL EDUCATION SUPERVISORS

ON THE FOLLOWING THREE PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF SPECIAL EDUCATION SUPERVISORS FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (L), "SPECIAL EDUCATION SUPERVISOR" IS DEFINED AS A RESPONDENT WHO INDICATED IN QUESTION 4 OF THE DEMOGRAPHIC SECTION OF THE QUESTIONNAIRE (PAGE 11) THAT HIS PRIMARY ROLE AT THE PRESENT TIME WAS THAT OF "SUPERVISOR."

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER LEFT CORNER OF THE PAGE. THE NUMBER OF RESPONDENTS IN THIS SUBGROUP APPEARS OPPOSITE ITS DESCRIPTION, IN THE UPPER RIGHT CORNER OF THE PAGE. PRESENTED FOR EACH QUESTION, 2 THROUGH 10, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

SPECIAL EDUCATION SUPERVISORS

NATIONAL REPORT
1287 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN SPECIAL EDUCATION		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	138	10.7	57	4.4	186	14.5
BACHELOR'S DEGREE	22	1.7	135	10.5	159	12.4
WORK BEYOND THE B.A.	99	7.7	107	8.3	70	5.4
MASTER'S DEGREE	223	17.3	181	14.1	46	3.6
WORK BEYOND THE M.A.	583	45.3	442	34.3	124	9.6
PH.D., ED.D.	54	4.2	70	5.4	8	0.6
NONE	16	1.2	13	1.0	115	8.9
INVALID OR NO RESPONSE	152	11.8	282	21.9	579	45.0

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE THREE CATEGORIES BELOW

	SPECIAL EDUCATION SUPERVISION		TEACHING THE HANDICAPPED		OTHER EDUCATION WORK	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	122	9.5	60	4.7	84	6.5
1 TO 3 YEARS	398	30.9	297	23.1	250	19.4
4 TO 7 YEARS	452	35.1	377	29.3	206	16.0
8 TO 15 YEARS	246	19.1	263	20.4	213	16.6
16 OR MORE YEARS	47	3.7	70	5.4	205	15.9
NONE	2	0.2	91	7.1	102	7.9
INVALID OR NO RESPONSE	20	1.6	129	10.0	227	17.6

Q4 WHAT IS YOUR PRIMARY ROLE AT THE PRESENT TIME

	FREQ.	PCT
SUPERVISOR	1287	100.0
MEDIA SPECIALIST OR LIBRARIAN	0	0.0
CURRICULUM DEVELOPMENT SPECIALIST	0	0.0
INSERVICE TRAINING SPECIALIST	0	0.0
OTHER	0	0.0
INVALID OR NO RESPONSE	0	0.0

SPECIAL EDUCATION SUPERVISORS

NATIONAL REPORT
1287 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q5 HOW MANY SPECIAL EDUCATION TEACHERS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
10 TO 19	394	30.6
30 OR MORE	345	26.8
9 OR FEWER	297	23.1
20 TO 29	246	19.1
INVALID OR NO RESPONSE	5	0.4

Q6 FOR THE HANDICAP AREAS LISTED BELOW:

	MARK THE SPECIALTIES OF TEACHERS YOU CURRENTLY WORK WITH		MARK THE TYPES OF HANDICAPPED STUDENTS YOU HAVE TAUGHT	
	FREQ.	PCT	FREQ.	PCT
EDUCABLE MENTALLY RETARDED	899	69.9	744	57.8
SPEECH AND LANGUAGE IMPAIRED	876	68.1	432	33.6
SPECIFIC LEARNING DISABLED	824	64.0	581	45.1
TRAINABLE AND/OR SEVERELY MENTALLY RETARDED	650	50.5	403	31.3
EMOTIONALLY DISTURBED	618	48.0	513	39.9
MULTIPLY AND/OR SEVERELY HANDICAPPED	548	42.6	320	24.9
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	516	40.1	330	25.6
DEAF AND HARD OF HEARING	500	38.9	291	22.6
BLIND AND VISUALLY IMPAIRED	327	25.4	141	11.0
NOT CATEGORICALLY DEFINED	219	17.0	186	14.5

Q7 WHAT CHRONOLOGICAL AGE CATEGORY BEST DESCRIBES THE STUDENTS TAUGHT BY THE TEACHERS YOU ARE WORKING WITH

	FREQ.	PCT
ALL AGES	920	71.5
11 AND YOUNGER	83	6.4
9 TO 11	66	5.1
12 AND OLDER	61	4.7
18 AND OLDER	34	2.6
5 TO 8	32	2.5
15 TO 17	24	1.9
12 TO 14	22	1.7
4 AND YOUNGER	20	1.6
INVALID OR NO RESPONSE	25	1.9

SPECIAL EDUCATION SUPERVISORS

NATIONAL REPORT
1287 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	951	73.9
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	160	12.4
PRIVATE OR NONPUBLIC AGENCY	35	2.7
OTHER AGENCY	136	10.6
INVALID OR NO RESPONSE	5	0.4

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
REGULAR SCHOOL	724	56.3
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	159	12.4
SPECIAL EDUCATION RESIDENTIAL SCHOOL	133	10.3
DEVELOPMENTAL CENTER	31	2.4
HOSPITAL	26	2.0
CLINIC OR REHABILITATION AGENCY	2	0.2
OTHER FACILITY	196	15.2
INVALID OR NO RESPONSE	16	1.2

Q10 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
TOWN (25,000 OR UNDER)	275	21.4
SMALL CITY (25,000 -- 100,000)	242	18.8
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	183	14.2
MEDIUM-SIZE CITY (100,000 -- 500,000)	166	12.9
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	150	11.7
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	140	10.9
LARGE CITY (500,000 OR LARGER)	117	9.1
INVALID OR NO RESPONSE	14	1.1

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION L. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF SPECIAL EDUCATION SUPERVISORS

SUBSECTION L PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF SPECIAL EDUCATION SUPERVISORS FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "SPECIAL EDUCATION SUPERVISOR" IS DEFINED IN THE INTRODUCTION TO SUBSECTION K.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER LEFT CORNER OF EACH PAGE. THE NUMBER OF RESPONDENTS IN THIS SUBGROUP APPEARS OPPOSITE ITS DESCRIPTION, IN THE UPPER RIGHT CORNER OF THE PAGE.

THE ANALYSIS PRESENTED IN THIS SUBSECTION CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN BY THE SUBGROUP OF SPECIAL EDUCATION SUPERVISORS, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF THESE SUPERVISORS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS IN THIS SUBGROUP.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF SUPERVISORS' RESPONSES TO THE STUDENT CHARACTERISTICS (CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND HANDICAP AREA) APPEAR ON PAGE 1 OF THIS ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE THREE PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF SPECIAL EDUCATION SUPERVISORS MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE SUPERVISORS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-3 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS INADEQUACIES AND FORMAT PREFERENCES INDICATED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TEACHERS REQUESTING MATERIALS DEVELOPMENT FOR ALL PRIORITIES SELECTED BY THE SUBGROUP OF SPECIAL EDUCATION SUPERVISORS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF SPECIAL EDUCATION SUPERVISORS (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

SPECIAL EDUCATION SUPERVISORS

NATIONAL REPORT
1287 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
APPROPRIATE SOCIAL BEHAVIOR	357	27.7
SELF-CONCEPT	226	17.6
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	214	16.6
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	201	15.6
CAREER EDUCATION	201	15.6
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)	192	14.9
READING COMPREHENSION AND APPRECIATION	166	12.9
SELF-CARE SKILLS (E.G., EATING, GROOMING)	149	11.6
INTERPERSONAL RELATIONS	137	10.6
REMEDIAL READING	133	10.3
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	126	9.8
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	124	9.6
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	106	8.2
BASIC PERCEPTUAL AWARENESS	93	7.2
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	85	6.6
HUMAN SEXUALITY (SEX EDUCATION)	71	5.5
AUDITORY PERCEPTION, DEVELOPMENT AND FUNCTIONING	58	4.5
READING READINESS SKILLS	57	4.4
LOCOMOTION AND ADAPTIVE MOVEMENT	52	4.0
WORD ATTACK SKILLS	44	3.4
GROSS MOTOR DEVELOPMENT	43	3.3

SPECIAL EDUCATION SUPERVISORS

NATIONAL REPORT
1287 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	3633	94.1
TOTAL NUMBER OF RESPONSES POSSIBLE	3861	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	174	4.8
5 TO 8	478	13.2
9 TO 11	572	15.7
12 TO 14	499	13.7
15 TO 17	461	12.7
18 AND OVER	193	5.3
11 AND YOUNGER	490	13.5
12 AND OLDER	719	19.8
INVALID OR NO RESPONSE	47	1.3

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	238	6.6
PRE-SCHOOL, AGES 3-4	412	11.3
PRIMARY, GRADES K-3	981	27.0
INTERMEDIATE, GRADES 4-6	658	18.1
JUNIOR HIGH, GRADES 7-9	331	9.1
HIGH SCHOOL, GRADES 10-12	139	3.8
INTERMEDIATE AND BELOW	438	12.1
JUNIOR AND SENIOR HIGH	402	11.1
INVALID OR NO RESPONSE	34	0.9

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
MILDLY (EDUCABLE) MENTALLY RETARDED	632	17.4
SPECIFIC LEARNING DISABLED	628	17.3
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	592	16.3
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	443	12.2
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	420	11.6
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	237	6.5
DEAF AND HARD OF HEARING	232	6.4
SPEECH AND LANGUAGE IMPAIRED	222	6.1
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	122	3.4
BLIND AND VISUALLY IMPAIRED	91	2.5
INVALID OR NO RESPONSE	14	0.4

658

657

SPECIAL EDUCATION SUPERVISORS

NATIONAL REPORT
1287 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	3633	94.1
TOTAL NUMBER OF RESPONSES POSSIBLE	3861	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	729	20.1
3 TO 5	1100	30.3
6 TO 8	708	19.5
9 TO 14	481	13.2
15 OR MORE	525	14.5
INVALID OR NO RESPONSE	90	2.5

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THESE AREAS: BETWEEN 20481 AND 35106 MIDPOINT 27794

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	655	18.0
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	1193	32.8
AVAILABLE MATERIALS TOO COSTLY	1172	32.3
INTEREST LEVEL INAPPROPRIATE	1142	31.4
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	1076	29.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	1022	28.1
LOW CHILD APPEAL	900	24.8
CONCEPT LEVEL INAPPROPRIATE	839	23.1
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	829	22.8
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	772	21.2
POOR SEQUENCING OF LEARNING COMPONENTS	761	20.9
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	677	18.6
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	542	14.9
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	422	11.6
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	316	8.7
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	300	8.3
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	138	3.8

SPECIAL EDUCATION SUPERVISORS

NATIONAL REPORT
1287 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	3633	94.1
TOTAL NUMBER OF RESPONSES POSSIBLE	3861	

Q3 FOR THESE PRIORITY AREAS, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
REGULAR TYPE WORKBOOKS, WORKTEXTS	1603	44.1
CASSETTE TAPES	1484	40.8
MULTIMEDIA KITS	1479	40.7
MANIPULATIVE OBJECTS AND TOOLS	1454	40.0
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	1314	36.2
PROGRAMMED INSTRUCTIONAL TEXTS	1231	33.9
GAMES, TOYS, PUZZLES	1214	33.4
16MM FILMS	1106	30.4
REGULAR TYPE TEXTBOOKS	1072	29.5
SOUND FILMSTRIPS	1026	28.2
FILMSTRIPS	1020	28.1
REGULAR TYPE REFERENCE/LIBRARY BOOKS	960	26.4
MAPS, CHARTS, PICTURES	829	22.8
MODELS	814	22.4
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	804	22.1
RECORDS	764	21.0
AUDIO FLASHCARDS	728	20.0
CAPTIONED FILMS, SLIDES, FILMSTRIPS	670	18.4
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	631	17.4
FLANNEL BOARD MATERIALS	623	17.1
SLIDES	547	15.1
LARGE TYPE WORKBOOKS, WORKTEXTS	530	14.6
8MM FILMS	471	13.0
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	468	12.9
FILMLOOPS	465	12.8
SOUND SLIDES	444	12.2
LARGE TYPE TEXTBOOKS	411	11.3
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	329	9.1
LARGE TYPE REFERENCE/LIBRARY BOOKS	294	8.1
REEL-TO-REEL TAPES	208	5.7
BRAILLE WORKBOOKS, WORKTEXTS	145	4.0
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	131	3.6
BRAILLE TEXTBOOKS	111	3.1
BRAILLE REFERENCE/LIBRARY BOOKS	100	2.8

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION M. DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF OTHER SPECIAL EDUCATION PERSONNEL

ON THE FOLLOWING THREE PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE SUBGROUP OF OTHER SPECIAL EDUCATION PERSONNEL FROM THE RESPONDENT POPULATION ABOVE. FOR PURPOSES OF THE ANALYSES IN THIS AND THE NEXT SUBSECTION (N), "OTHER SPECIAL EDUCATION PERSONNEL" IS DEFINED AS A RESPONDENT WHO INDICATED IN QUESTION 4 OF THE DEMOGRAPHIC SECTION OF THE QUESTIONNAIRE (PAGE 11) THAT HIS PRIMARY ROLE AT THE PRESENT TIME WAS THAT OF "MEDIA SPECIALIST OR LIBRARIAN," "CURRICULUM DEVELOPMENT SPECIALIST," "INSERVICE TRAINING SPECIALIST," OR "OTHER."

THE SUBGROUP IDENTIFICATION APPEARS IN THE UPPER LEFT CORNER OF THE PAGE. THE NUMBER OF RESPONDENTS IN THIS SUBGROUP APPEARS OPPOSITE ITS DESCRIPTION, IN THE UPPER RIGHT CORNER OF THE PAGE. PRESENTED FOR EACH QUESTION, 2 THROUGH 10, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. ALL PERCENTAGE CALCULATIONS ARE BASED ON THE NUMBER OF RESPONDENTS IN THE SUBGROUP. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

SPECIAL EDUCATION MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
682 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN SPECIAL EDUCATION		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	97	14.2	39	5.7	102	15.0
BACHELOR'S DEGREE	30	4.4	100	14.7	85	12.5
WORK BEYOND THE B.A.	76	11.1	71	10.4	52	7.6
MASTER'S DEGREE	104	15.2	113	16.6	32	4.7
WORK BEYOND THE M.A.	190	27.9	176	25.8	50	7.3
PH.D., ED.D.	18	2.6	20	2.9	6	0.9
NONE	45	6.6	15	2.2	54	7.9
INVALID OR NO RESPONSE	122	17.9	148	21.7	301	44.1

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE THREE CATEGORIES BELOW

	SPECIAL EDUCATION SUPERVISION		TEACHING THE HANDICAPPED		OTHER EDUCATION WORK	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	69	10.1	49	7.2	37	5.4
1 TO 3 YEARS	155	22.7	152	22.3	131	19.2
4 TO 7 YEARS	111	16.3	175	25.7	147	21.6
8 TO 15 YEARS	48	7.0	84	12.3	125	18.3
16 OR MORE YEARS	20	2.9	39	5.7	73	10.7
NONE	130	19.1	74	10.9	47	6.9
INVALID OR NO RESPONSE	149	21.8	109	16.0	122	17.9

Q4 WHAT IS YOUR PRIMARY ROLE AT THE PRESENT TIME

	FREQ.	PCT
MEDIA SPECIALIST OR LIBRARIAN	169	24.8
CURRICULUM DEVELOPMENT SPECIALIST	74	10.9
INSERVICE TRAINING SPECIALIST	44	6.5
SUPERVISOR	0	0.0
OTHER	395	57.9
INVALID OR NO RESPONSE	0	0.0

SPECIAL EDUCATION MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
682 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q5 HOW MANY SPECIAL EDUCATION TEACHERS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
9 OR FEWER	233	34.2
30 OR MORE	208	30.5
10 TO 19	152	22.3
20 TO 29	81	11.9
INVALID OR NO RESPONSE	8	1.2

Q6 FOR THE HANDICAP AREAS LISTED BELOW:

	MARK THE SPECIALTIES OF TEACHERS YOU CURRENTLY WORK WITH		MARK THE TYPES OF HANDICAPPED STUDENTS YOU HAVE TAUGHT	
	FREQ.	PCT	FREQ.	PCT
SPEECH AND LANGUAGE IMPAIRED	492	72.1	261	38.3
EDUCABLE MENTALLY RETARDED	451	66.1	331	48.5
SPECIFIC LEARNING DISABLED	423	62.0	294	43.1
EMOTIONALLY DISTURBED	343	50.3	276	40.5
TRAINABLE AND/OR SEVERELY MENTALLY RETARDED	336	49.3	198	29.0
MULTIPLY AND/OR SEVERELY HANDICAPPED	300	44.0	170	24.9
DEAF AND HARD OF HEARING	288	42.2	187	27.4
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	273	40.0	175	25.7
BLIND AND VISUALLY IMPAIRED	206	30.2	107	15.7
NOT CATEGORICALLY DEFINED	126	18.5	123	18.0

Q7 WHAT CHRONOLOGICAL AGE CATEGORY BEST DESCRIBES THE STUDENTS TAUGHT BY THE TEACHERS YOU ARE WORKING WITH

	FREQ.	PCT
ALL AGES	424	62.2
11 AND YOUNGER	53	7.8
9 TO 11	40	5.9
12 AND OLDER	39	5.7
5 TO 8	33	4.8
15 TO 17	30	4.4
12 TO 14	20	2.9
18 AND OLDER	16	2.3
4 AND YOUNGER	5	0.7
INVALID OR NO RESPONSE	22	3.2

SPECIAL EDUCATION MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
682 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	434	63.6
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	141	20.7
PRIVATE OR NONPUBLIC AGENCY	34	5.0
OTHER AGENCY	67	9.8
INVALID OR NO RESPONSE	6	0.9

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
REGULAR SCHOOL	314	46.0
SPECIAL EDUCATION RESIDENTIAL SCHOOL	128	18.8
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	74	10.9
DEVELOPMENTAL CENTER	29	4.3
CLINIC OR REHABILITATION AGENCY	8	1.2
HOSPITAL	7	1.0
OTHER FACILITY	114	16.7
INVALID OR NO RESPONSE	8	1.2

Q10 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
TOWN (25,000 OR UNDER)	158	23.2
SMALL CITY (25,000 -- 100,000)	120	17.6
LARGE CITY (500,000 OR LARGER)	96	14.1
MEDIUM-SIZE CITY (100,000 -- 500,000)	96	14.1
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	79	11.6
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	66	9.7
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	58	8.5
INVALID OR NO RESPONSE	9	1.3

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 7: SUPERVISORS, MEDIA SPECIALISTS/LIBRARIANS, CURRICULUM DEVELOPMENT SPECIALISTS, INSERVICE TRAINING SPECIALISTS

SUBSECTION N. CURRICULUM AREA ANALYSES FOR THE SUBGROUP OF OTHER SPECIAL EDUCATION PERSONNEL

SUBSECTION N PRESENTS AN IN-DEPTH EXAMINATION OF MATERIALS NEEDS AS PERCEIVED BY THE SUBGROUP OF OTHER SPECIAL EDUCATION PERSONNEL FROM THE RESPONDENT POPULATION ABOVE. (THE TERM "OTHER SPECIAL EDUCATION PERSONNEL" IS DEFINED IN THE INTRODUCTION TO SUBSECTION M.) THIS SUBGROUP IS IDENTIFIED IN THE UPPER LEFT CORNER OF EACH PAGE. THE NUMBER OF RESPONDENTS IN THIS SUBGROUP APPEARS OPPOSITE ITS DESCRIPTION, IN THE UPPER RIGHT CORNER OF THE PAGE.

THE ANALYSIS PRESENTED IN THIS SUBSECTION CONSISTS OF TWO PARTS. PART ONE IS A ONE-PAGE LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS CHOSEN BY THE SUBGROUP OF OTHER SPECIAL EDUCATION PERSONNEL, TOGETHER WITH THE FREQUENCY AND PERCENTAGE OF THESE EDUCATORS SELECTING EACH CURRICULUM AREA. THE BASE FOR THESE PERCENTAGE CALCULATIONS IS THE FREQUENCY OF RESPONDENTS IN THIS SUBGROUP.

PART TWO CONSISTS OF A THREE-PAGE ANALYSIS THAT IS THE EXACT ANALOGUE OF THAT PRESENTED FOR THE TOTAL RESPONDENT POPULATION IN SUBSECTION F FOR ALL CURRICULUM AREAS COMBINED. THE DISTRIBUTIONS OF THIS SUBGROUP'S RESPONSES TO THE STUDENT CHARACTERISTICS (CHRONOLOGICAL AGE, FUNCTIONAL LEVEL, AND HANDICAP AREA) APPEAR ON PAGE 1 OF THIS ANALYSIS. PAGES 2-3 CONTAIN THEIR RESPONSES TO THE THREE PRIORITY-RELATED QUESTIONS.

RESPONSE FREQUENCIES FOR THE DISTRIBUTIONS OF STUDENT CHARACTERISTICS AND FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF SUBGROUP RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS. THE TOTAL NUMBER OF SUBGROUP RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THEIR RESPONSES TO EACH CURRICULUM AREA, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE.* ALL PERCENTAGE CALCULATIONS FOR PART TWO ARE BASED ON THE TOTAL NUMBER OF SUBGROUP RESPONSES, INDICATED OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA. THUS, THE STUDENT CHARACTERISTICS MOST FREQUENTLY SELECTED BY THIS SUBGROUP OF OTHER SPECIAL EDUCATION PERSONNEL MAY BE TAKEN AS A GENERAL OVERVIEW OF THE KINDS OF STUDENTS FOR WHOM MATERIALS PRIORITIES ARE PERCEIVED AS MOST CRITICAL BY THESE EDUCATORS. SIMILARLY, THE RESPONSES TO QUESTIONS 2-3 MAY BE TAKEN AS A GENERAL SUMMARY OF MATERIALS INADEQUACIES AND FORMAT PREFERENCES INDICATED BY THIS SUBGROUP.

THE CALCULATION BELOW QUESTION 1 IS THE ESTIMATED TOTAL NUMBER OF TEACHERS REQUESTING MATERIALS DEVELOPMENT FOR ALL PRIORITIES SELECTED BY THE SUBGROUP OF OTHER SPECIAL EDUCATION PERSONNEL, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE SUBGROUP OF OTHER SPECIAL EDUCATION PERSONNEL (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS SUBGROUP. THE EXTENT OF INVALID OR OMITTED RESPONSES TO ONE OR MORE OF THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

SPECIAL EDUCATION MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
682 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA	
	FREQ.	PCT
APPROPRIATE SOCIAL BEHAVIOR	177	26.0
SELF-CONCEPT	123	18.0
READING COMPREHENSION AND APPRECIATION	109	16.0
INDEPENDENT LIVING SKILLS (E.G., MONEY MANAGEMENT, HOME MANAGEMENT)	105	15.4
COGNITIVE DEVELOPMENT (E.G., CLASSIFICATION, ASSOCIATION, SEQUENCING, MEMORY)	103	15.1
CAREER EDUCATION	100	14.7
EXPRESSIVE LANGUAGE DEVELOPMENT (E.G., PRODUCTION OF WORDS; CONNECTED SPEECH)	86	12.6
REMEDIAL READING	79	11.6
INTERPERSONAL RELATIONS	79	11.6
RECEPTIVE LANGUAGE DEVELOPMENT (UNDERSTANDING PHRASES; LISTENING SKILLS)	74	10.9
SELF-CARE SKILLS (E.G., EATING, GROOMING)	68	10.0
FUNCTIONING IN COMMUNITY (E.G., SHOPPING, USE OF PUBLIC SERVICES)	68	10.0
BASIC PERCEPTUAL AWARENESS	54	7.9
WRITTEN LANGUAGE ARTS (E.G., SPELLING, GRAMMAR, COMPOSITION)	44	6.5
READING READINESS SKILLS	43	6.3
VISUAL PERCEPTION, DEVELOPMENT AND FUNCTIONING	35	5.1
HUMAN SEXUALITY (SEX EDUCATION)	34	5.0
ADAPTIVE MODES OF COMMUNICATION (E.G., GESTURING, BRAILLE WRITING)	33	4.8
ORAL LANGUAGE ARTS (E.G., ORAL EXPRESSION, STYLE, FLUENCY)	31	4.5
AUDITORY PERCEPTION, DEVELOPMENT AND FUNCTIONING	28	4.1
READING VOCABULARY DEVELOPMENT	26	3.8

SPECIAL EDUCATION MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
682 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1934	94.5
TOTAL NUMBER OF RESPONSES POSSIBLE	2046	

CHRONOLOGICAL AGE DISTRIBUTION	FREQ.	PCT
4 OR UNDER	55	2.8
5 TO 8	273	14.1
9 TO 11	314	16.2
12 TO 14	279	14.4
15 TO 17	261	13.5
18 AND OVER	101	5.2
11 AND YOUNGER	244	12.6
12 AND OLDER	388	20.1
INVALID OR NO RESPONSE	19	1.0

DISTRIBUTION OF FUNCTIONAL LEVEL	FREQ.	PCT
INFANT, AGE 2 AND UNDER	85	4.4
PRE-SCHOOL, AGES 3-4	186	9.6
PRIMARY, GRADES K-3	589	30.5
INTERMEDIATE, GRADES 4-6	356	18.4
JUNIOR HIGH, GRADES 7-9	157	8.1
HIGH SCHOOL, GRADES 10-12	93	4.8
INTERMEDIATE AND BELOW	237	12.3
JUNIOR AND SENIOR HIGH	202	10.4
INVALID OR NO RESPONSE	29	1.5

DISTRIBUTION OF HANDICAP AREA	FREQ.	PCT
SPECIFIC LEARNING DISABLED	381	19.7
EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	315	16.3
MILDLY (EDUCABLE) MENTALLY RETARDED	312	16.1
MODERATELY (TRAINABLE) MENTALLY RETARDED/SEVERELY MENTALLY RETARDED	211	10.9
MULTIPLY HANDICAPPED/SEVERELY AND PROFOUNDLY HANDICAPPED	200	10.3
DEAF AND HARD OF HEARING	164	8.5
HANDICAPPED STUDENTS WHO ARE NOT CATEGORICALLY DEFINED	119	6.2
SPEECH AND LANGUAGE IMPAIRED	98	5.1
BLIND AND VISUALLY IMPAIRED	79	4.1
PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	51	2.6
INVALID OR NO RESPONSE	4	0.[illegible]

SPECIAL EDUCATION MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
682 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1934	94.5
TOTAL NUMBER OF RESPONSES POSSIBLE	2046	

Q1 APPROXIMATELY HOW MANY OF THE TEACHERS YOU WORK WITH THIS YEAR HAVE EXPRESSED A NEED FOR MEDIA AND MATERIALS IN THESE PRIORITY AREAS

	FREQ.	PCT
1 OR 2	405	20.9
3 TO 5	543	28.1
6 TO 8	386	20.0
9 TO 14	228	11.8
15 OR MORE	301	15.6
INVALID OR NO RESPONSE	71	3.7

APPROXIMATE NUMBER OF TEACHERS WITH A NEED FOR MATERIALS IN THESE AREAS: BETWEEN 10917 AND 18835 MIDPOINT 14876

(THE LOWER BOUND IS COMPUTED AS THE SUM OF THE LOWER LIMITS OF THE FIVE CATEGORIES, EACH WEIGHTED BY ITS FREQUENCY. THE UPPER BOUND EQUALS THE SUM OF THE WEIGHTED UPPER LIMITS; THE LAST CATEGORY UPPER LIMIT IS ARBITRARILY SET AT 30.)

Q2 WHAT ARE THE INADEQUACIES OF MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
DON'T KNOW OF ANY MATERIALS AVAILABLE	311	16.1
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	704	36.4
INTEREST LEVEL INAPPROPRIATE	655	33.9
AVAILABLE MATERIALS TOO COSTLY	650	33.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	639	33.0
NOT SUITABLE FOR USE WITH A WIDE RANGE OF STUDENTS	567	29.3
CONCEPT LEVEL INAPPROPRIATE	501	25.9
LOW CHILD APPEAL	467	24.1
NO PROVISION FOR ONGOING EVALUATION OF STUDENT PROGRESS	459	23.7
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	408	21.1
POOR SEQUENCING OF LEARNING COMPONENTS	384	19.9
REQUIRES TOO MUCH TEACHER TRAINING OR SUPPLEMENTATION	340	17.6
ADAPTIVE EQUIPMENT UNAVAILABLE OR INADEQUATE	263	13.6
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	237	12.3
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	182	9.4
POOR PHYSICAL CHARACTERISTICS (E.G., DURABILITY, PORTABILITY)	168	8.7
POOR TECHNICAL QUALITY (E.G., LEGIBILITY, SOUND)	103	5.3

SPECIAL EDUCATION MEDIA SPECIALISTS/LIBRARIANS
CURRICULUM DEVELOPMENT SPECIALISTS
INSERVICE TRAINING SPECIALISTS

NATIONAL REPORT
682 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	1934	94.5
TOTAL NUMBER OF RESPONSES POSSIBLE	2046	

Q3 FOR THESE PRIORITY AREAS, IN WHICH FORMATS ARE NEW OR IMPROVED MEDIA AND MATERIALS NEEDED

	FREQ.	PCT
MULTIMEDIA KITS	867	44.8
REGULAR TYPE WORKBOOKS, WORKTEXTS	854	44.2
REGULAR TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	823	42.6
MANIPULATIVE OBJECTS AND TOOLS	792	41.0
CASSETTE TAPES	771	39.9
GAMES, TOYS, PUZZLES	741	38.3
SOUND FILMSTRIPS	683	35.3
16MM FILMS	671	34.7
PROGRAMMED INSTRUCTIONAL TEXTS	617	31.9
REGULAR TYPE TEXTBOOKS	577	29.8
FILMSTRIPS	560	29.0
MAPS, CHARTS, PICTURES	548	28.3
VIDEOTAPES, CLOSED-CIRCUIT TELEVISION	548	28.3
REGULAR TYPE REFERENCE/LIBRARY BOOKS	534	27.6
MODELS	469	24.3
RECORDS	463	23.9
CAPTIONED FILMS, SLIDES, FILMSTRIPS	444	23.0
FLANNEL BOARD MATERIALS	408	21.1
MATERIALS FOR USE IN INSTRUCTIONAL MACHINES	408	21.1
AUDIO FLASHCARDS	391	20.2
8MM FILMS	338	17.5
SLIDES	311	16.1
LARGE TYPE WORKBOOKS, WORKTEXTS	301	15.6
LARGE TYPE MAGAZINES, SPECIALIZED COMIC BOOKS	294	15.2
SOUND SLIDES	293	15.1
FILMLOOPS	291	15.0
LARGE TYPE TEXTBOOKS	210	10.9
LARGE TYPE REFERENCE/LIBRARY BOOKS	210	10.9
COMPUTER-ASSISTED INSTRUCTIONAL MATERIALS	207	10.7
REEL-TO-REEL TAPES	156	8.1
BRAILLE WORKBOOKS, WORKTEXTS	94	4.9
BRAILLE MAGAZINES, SPECIALIZED COMIC BOOKS	80	4.1
BRAILLE TEXTBOOKS	74	3.8
BRAILLE REFERENCE/LIBRARY BOOKS	73	3.8

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 8: TEACHERS IN SPECIAL EDUCATION (I.E., TEACHERS FROM ALL HANDICAP AREAS COVERED BY QUESTIONNAIRE FORMS 1-6 COMBINED)

SUBSECTION A. DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION

ON THE FOLLOWING FOUR PAGES IS A DEMOGRAPHIC DESCRIPTION OF THE RESPONDENT POPULATION ABOVE. PRESENTED FOR EACH QUESTION, 2 THROUGH 11, ARE THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED EACH RESPONSE ALTERNATIVE. (NOTE: QUESTION 1 CONSISTED OF A ZIP CODE IDENTIFIER WHICH WAS USED ONLY TO CLASSIFY RESPONDENTS BY STATE.)

TEACHERS IN SPECIAL EDUCATION

NATIONAL REPORT
28044 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q2 WHAT IS YOUR HIGHEST LEVEL OF FORMAL EDUCATION IN EACH OF THE THREE CATEGORIES BELOW

	IN CURRENT TEACHING SPECIALTY		IN OTHER EDUCATION-RELATED SPECIALTY		IN OTHER FIELD	
	FREQ.	PCT	FREQ.	PCT	FREQ.	PCT
SOME COLLEGE COURSES	1384	4.9	3364	12.0	5331	19.0
BACHELOR'S DEGREE	4841	17.3	6315	22.5	3307	11.8
WORK BEYOND THE B.A.	8818	31.4	5151	18.4	1731	6.2
MASTER'S DEGREE	5869	20.9	2345	8.4	493	1.8
WORK BEYOND THE M.A.	4683	16.7	2138	7.6	671	2.4
PH.D., ED.D.	56	0.2	46	0.2	30	0.1
NONE	165	0.6	1246	4.4	4031	14.4
INVALID OR NO RESPONSE	2228	7.9	7439	26.5	12450	44.4

Q3 WHAT IS THE EXTENT OF YOUR PROFESSIONAL EXPERIENCE IN EACH OF THE TWO CATEGORIES BELOW

	TEACHING THE HANDICAPPED		OTHER TEACHING	
	FREQ.	PCT	FREQ.	PCT
LESS THAN 1 YEAR	2255	8.0	4163	14.8
1 TO 3 YEARS	8265	29.5	4848	17.3
4 TO 7 YEARS	10052	35.8	2711	9.7
8 TO 15 YEARS	5480	19.5	1851	6.6
16 OR MORE YEARS	1361	4.9	1047	3.7
NONE	50	0.2	4579	16.3
INVALID OR NO RESPONSE	581	2.1	8845	31.5

TEACHERS IN SPECIAL EDUCATION

NATIONAL REPORT
28044 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q4 WHAT IS YOUR PRIMARY ROLE THIS SCHOOL YEAR

	FREQ.	PCT
SPECIAL CLASS TEACHER -- ALL SUBJECTS	9391	33.5
RESOURCE ROOM TEACHER	6371	22.7
SPECIAL CLASS TEACHER -- SPECIFIC SUBJECT(S)	3929	14.0
CLINICIAN/THERAPIST/PATHOLOGIST	3655	13.0
REGULAR CLASSROOM TEACHER	795	2.8
DIAGNOSTIC/PRESCRIPTIVE TEACHER	743	2.6
ITINERANT TEACHER	715	2.5
ITINERANT RESOURCE PERSON	382	1.4
HOME/HOSPITAL-BOUND TEACHER	149	0.5
MEDIA SPECIALIST OR LIBRARIAN	35	0.1
OTHER	1072	3.8
INVALID OR NO RESPONSE	807	2.9

Q5 HOW MANY HANDICAPPED STUDENTS ARE YOU WORKING WITH AT THE PRESENT TIME

	FREQ.	PCT
10 TO 19	10858	38.7
40 OR MORE	4948	17.6
5 TO 9	4737	16.9
20 TO 29	4251	15.2
30 TO 39	2089	7.4
4 OR FEWER	659	2.3
INVALID OR NO RESPONSE	502	1.8

Q6 IN YOUR TEACHING, HOW DO YOU PRESENTLY SPEND MOST OF YOUR TIME

	FREQ.	PCT
WITH SMALL GROUPS (2 TO 6 STUDENTS)	16329	58.2
WITH INDIVIDUAL STUDENTS	7463	26.6
WITH LARGER GROUPS (7 OR MORE STUDENTS)	3551	12.7
INVALID OR NO RESPONSE	701	2.5

TEACHERS IN SPECIAL EDUCATION

NATIONAL REPORT
28044 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q7 WHICH CHRONOLOGICAL AGE CATEGORY BELOW BEST DESCRIBES YOUR CURRENT STUDENTS

	FREQ.	PCT
9 TO 11	5076	18.1
5 TO 8	4674	16.7
12 TO 14	3902	13.9
11 AND YOUNGER	3365	12.0
ALL AGES	3297	11.8
15 TO 17	3169	11.3
12 AND OLDER	2443	8.7
18 AND OLDER	824	2.9
4 AND YOUNGER	620	2.2
INVALID OR NO RESPONSE	674	2.4

Q8 BY WHICH OF THE FOLLOWING ARE YOU EMPLOYED

	FREQ.	PCT
LOCAL PUBLIC SCHOOL DISTRICT	22938	81.8
STATE AGENCY OTHER THAN STATE EDUCATION AGENCY	2671	9.5
PRIVATE OR NONPUBLIC AGENCY	390	1.4
OTHER AGENCY	1465	5.2
INVALID OR NO RESPONSE	580	2.1

Q9 AT WHAT TYPE OF FACILITY DO YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
REGULAR SCHOOL	21062	75.1
SPECIAL EDUCATION SCHOOL (NONRESIDENTIAL)	2786	9.9
SPECIAL EDUCATION RESIDENTIAL SCHOOL	2331	8.3
DEVELOPMENTAL CENTER	417	1.5
HOSPITAL	298	1.1
CLINIC OR REHABILITATION AGENCY	113	0.4
OTHER FACILITY	556	2.0
INVALID OR NO RESPONSE	481	1.7

TEACHERS IN SPECIAL EDUCATION

NATIONAL REPORT
28044 RESPONDENTS

ANALYSIS OF DEMOGRAPHIC DATA

Q10 WHAT IS THE TOTAL ENROLLMENT OF THE SCHOOL AT WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
250 TO 499	8797	31.4
500 TO 999	7613	27.1
100 TO 249	4170	14.9
1,000 OR MORE	3661	13.1
LESS THAN 100	2110	7.5
NOT APPLICABLE	1067	3.8
INVALID OR NO RESPONSE	626	2.2

Q11 WHICH BEST DESCRIBES THE TYPE OF COMMUNITY IN WHICH YOU PRIMARILY WORK AT THE PRESENT TIME

	FREQ.	PCT
TOWN (25,000 OR UNDER)	6236	22.2
SMALL CITY (25,000 -- 100,000)	4600	16.4
MEDIUM-SIZE CITY (100,000 -- 500,000)	3897	13.9
SUBURB OF A LARGE OR MEDIUM-SIZE CITY	3425	12.2
RURAL AREA NEAR A LARGE OR MEDIUM-SIZE CITY	3387	12.1
LARGE CITY (500,000 OR LARGER)	3348	11.9
RURAL AREA NOT NEAR A LARGE OR MEDIUM-SIZE CITY	2569	9.2
INVALID OR NO RESPONSE	582	2.1

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 8: TEACHERS IN SPECIAL EDUCATION (I.E., TEACHERS FROM ALL HANDICAP AREAS COVERED BY QUESTIONNAIRE FORMS 1-6 COMBINED)

SUBSECTION C. LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA/MATERIALS DEVELOPMENT

ON THE FOLLOWING PAGE IS A LISTING OF THE HIGHEST PRIORITY CURRICULUM AREAS FOR MEDIA AND MATERIALS DEVELOPMENT SELECTED BY THE RESPONDENT POPULATION ABOVE. EACH CURRICULUM AREA IS ACCOMPANIED BY THE FREQUENCY AND PERCENTAGE OF RESPONDENTS WHO SELECTED THAT AREA AMONG THEIR TOP THREE PRIORITIES, WHETHER FIRST, SECOND, OR THIRD CHOICE. THE CURRICULUM AREAS APPEAR IN DECREASING FREQUENCY ORDER.

ALSO INDICATED FOR EACH CURRICULUM AREA IS THE TOTAL NUMBER OF RESPONSES TO THAT AREA, OR THE TOTAL NUMBER OF TIMES THE CURRICULUM AREA WAS SELECTED AS A PRIORITY. BECAUSE EACH RESPONDENT CHOSE THREE PRIORITIES, AND MAY HAVE CHOSEN THE SAME CURRICULUM AREA TWO OR EVEN THREE TIMES,* THE TOTAL NUMBER OF RESPONSES TO THE CURRICULUM AREA MAY BE GREATER THAN THE NUMBER OF RESPONDENTS WHO CHOSE IT.

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*RECALL THAT EACH CURRICULUM AREA WAS CHOSEN IN CONJUNCTION WITH A SET OF STUDENT CHARACTERISTICS WHICH APPEARED ON THE QUESTIONNAIRE FOLD-IN SHEET, ALONG WITH THE CURRICULUM AREAS. IT IS THUS POSSIBLE THAT A RESPONDENT COULD CHOOSE A PARTICULAR CURRICULUM AREA AS A FIRST PRIORITY FOR STUDENTS AT ONE AGE LEVEL, SAY, AND AS A SECOND OR THIRD PRIORITY FOR STUDENTS AT ANOTHER AGE LEVEL.

TEACHERS IN SPECIAL EDUCATION

NATIONAL REPORT
28044 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

CURRICULUM AREAS MOST FREQUENTLY CHOSEN AMONG RESPONDENTS' TOP THREE PRIORITIES FOR MEDIA AND MATERIALS DEVELOPMENT

	RESPONDENTS CHOOSING THIS CURRICULUM AREA		RESPONSES TO THIS CURRICULUM AREA
	FREQ.	PCT	FREQ.
APPROPRIATE SOCIAL BEHAVIOR/ *APPROPRIATE RESPONSE TO OTHERS/ *APPROPRIATE DISPLAY OF EMOTION	5094	18.2	5155
READING COMPREHENSION	4397	15.7	4442
SELF-ACCEPTANCE	3717	13.3	3834
WORD ATTACK SKILLS	3715	13.3	3757
CONNECTED SPEECH/FLUENCY	3031	10.8	3229
COMPUTATION	2669	9.5	2688
REMEDIAL READING	2580	9.2	2658
REASONING/DECISION-MAKING SKILLS	2401	8.6	2414
JOB PREPARATION/SKILLS DEVELOPMENT	2365	8.4	2399
CONCEPT DEVELOPMENT/GENERALIZATION	2332	8.3	2351
ATTENDING/RESPONDING	2310	8.2	2333
VOCABULARY DEVELOPMENT	2121	7.6	2141
INTERPERSONAL RELATIONS *SOCIAL INTERACTION	2053	7.3	2062
PRODUCTION OF PHRASES, SENTENCES	2011	7.2	2060
LISTENING SKILLS	1889	6.7	1891

*CURRICULUM AREA DESCRIPTION USED IN QUESTIONNAIRE FORM 6, FOR TEACHERS OF THE MULTIPLY HANDICAPPED, SEVERELY AND PROFOUNDLY HANDICAPPED, MODERATELY (TRAINABLE) MENTALLY RETARDED, SEVERELY AND PROFOUNDLY MENTALLY RETARDED.

USERS' GUIDE TO NNA ANALYSIS

SECTION I. MEDIA AND MATERIALS PRIORITY NEEDS

RESPONDENT POPULATION 8: TEACHERS IN SPECIAL EDUCATION (I.E., TEACHERS FROM ALL HANDICAP AREAS COVERED BY QUESTIONNAIRE FORMS 1-6 COMBINED)

SUBSECTION F. ANALYSIS OF THE PRIORITY-RELATED QUESTIONS FOR ALL CURRICULUM AREAS COMBINED

SUBSECTION F CONTAINS A TWO-PAGE SUMMARY ANALYSIS, FOR ALL CURRICULUM AREAS COMBINED, OF THREE OF THE FOUR PRIORITY-RELATED QUESTIONS ON PAGES 4-5 OF THE QUESTIONNAIRE.

THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED EQUALS THE SUM OF THE RESPONSES TO EACH CURRICULUM AREA ACROSS ALL RESPONDENT POPULATIONS 1-6, OR THE TOTAL NUMBER OF TIMES SOME CURRICULUM AREA SELECTION WAS MADE BY THE TOTAL POPULATION OF TEACHERS IN SPECIAL EDUCATION.* IT APPEARS OPPOSITE THE HEADING "ALL PRIORITY CURRICULUM AREAS COMBINED."

RESPONSE FREQUENCIES FOR EACH OF THE PRIORITY-RELATED QUESTIONS IN THIS ANALYSIS WERE OBTAINED BY AGGREGATING THE TOTAL NUMBER OF RESPONSES TO EACH RESPONSE ALTERNATIVE ACROSS ALL CURRICULUM AREAS, ACROSS ALL RESPONDENT POPULATIONS 1-6. THE TOTAL NUMBER OF RESPONSES TO ALL CURRICULUM AREAS COMBINED SERVES AS THE BASE FOR ALL PERCENTAGE CALCULATIONS FOR THESE QUESTIONS.

THE ANALYSES IN THIS PART OF THE REPORT ARE FOR ALL RESPONSES TO THIS SECTION, REGARDLESS OF CURRICULUM AREA OR STUDENT HANDICAP AREA. THUS, THE RESPONSES TO QUESTIONS 3 AND 4 MAY BE TAKEN AS A GENERAL SUMMARY BOTH OF REASONS WHY MATERIALS DEVELOPMENT IS NEEDED AND OF INADEQUACIES IN CURRENTLY AVAILABLE MATERIALS. (QUESTION 2, DEALING WITH MATERIALS FORMAT PREFERENCES, WAS TOO HANDICAP-SPECIFIC FOR SUMMARIZATION ACROSS ALL HANDICAP AREAS.)

SUBSTITUTED FOR QUESTION 1 IS A SUMMARY OF THE NUMBERS OF TARGET STUDENTS FOR MATERIALS DEVELOPMENT FOR ALL PRIORITY CURRICULUM AREAS FOR EACH OF THE TEACHER RESPONDENT POPULATIONS. THE CALCULATION BELOW IS THE ESTIMATED TOTAL NUMBER OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE TEACHERS IN ALL HANDICAP AREAS, AND GIVES SOME INDICATION OF THE BREADTH OF COVERAGE REPRESENTED BY THE DATA IN THIS REPORT. THAT IS, IT IS ESTIMATED THAT THE MATERIALS NEEDS OF ABOUT 964,655 HANDICAPPED STUDENTS (OR SOMEWHERE BETWEEN 738,286 AND 1,191,019) ARE REPRESENTED BY THE MATERIALS DEVELOPMENT PRIORITIES SELECTED BY THE TOTAL SPECIAL EDUCATON TEACHER RESPONDENT POPULATION IN THIS STUDY.

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*SINCE EACH RESPONDENT SHOULD HAVE PRODUCED THREE PRIORITIES, THE TOTAL NUMBER OF RESPONSES POSSIBLE IS EQUAL TO THREE TIMES THE SIZE OF THE RESPONDENT POPULATION (THE FIGURE IN THE UPPER RIGHT CORNER OF THE PAGE). THE TOTAL NUMBER OF RESPONSES POSSIBLE APPEARS BELOW THE TOTAL NUMBER OF RESPONSES AND SERVES AS THE BASE FOR THE CALCULATION OF THE PERCENTAGE OF RESPONSES PRODUCED BY THIS RESPONDENT POPULATION. THE EXTENT OF INVALID OR OMITTED RESPONSES TO THE THREE PRIORITY SELECTIONS IS INDICATED BY THE DIFFERENCE BETWEEN THE PERCENTAGE OF RESPONSES AND 100%.

TEACHERS IN SPECIAL EDUCATION

NATIONAL REPORT
28044 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	81415	96.8
TOTAL NUMBER OF RESPONSES POSSIBLE	84132	

Q1 APPROXIMATELY HOW MANY STUDENTS HAVE YOU WORKED WITH DURING THIS SCHOOL YEAR WHO FALL INTO THESE PRIORITY AREAS

RESPONDENT POPULATION TEACHERS OF	ESTIMATED NUMBER OF TARGET STUDENTS*	ESTIMATED RANGE OF TARGET STUDENTS*
1. BLIND AND VISUALLY IMPAIRED	16,113	12,494 -- 19,731
2. DEAF AND HARD OF HEARING	52,937	41,103 -- 64,770
3. SPECIFIC LEARNING DISABLED MILDLY (EDUCABLE) MENTALLY RETARDED EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED	592,988	469,020 -- 716,955
4. SPEECH AND LANGUAGE IMPAIRED	180,158	119,715 -- 240,600
5. PHYSICALLY/ORTHOPEDICALLY HANDICAPPED	20,136	15,730 -- 24,542
6. MULTIPLY HANDICAPPED SEVERELY AND PROFOUNDLY HANDICAPPED MODERATELY (TRAINABLE) MENTALLY RETARDED SEVERELY AND PROFOUNDLY MENTALLY RETARDED	102,323	80,224 -- 124,421
NATIONAL TOTAL	964,655	738,286 -- 1,191,019

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*ESTIMATED NUMBER AND RANGE OF TARGET STUDENTS FOR ALL MATERIALS DEVELOPMENT PRIORITIES FOR EACH RESPONDENT POPULATION ARE EXTRACTED FROM THE RESPECTIVE SUBSECTION F ANALYSIS. THE NATIONAL TOTAL IS COMPUTED AS THE SUM OVER ALL TEACHER RESPONDENT POPULATIONS.

TEACHERS IN SPECIAL EDUCATION

NATIONAL REPORT
28044 RESPONDENTS

ANALYSIS OF MEDIA AND MATERIALS PRIORITY NEEDS

ALL PRIORITY CURRICULUM AREAS COMBINED

	FREQ.	PCT
TOTAL NUMBER OF RESPONSES	81415	96.8
TOTAL NUMBER OF RESPONSES POSSIBLE	84132	

Q3 IN YOUR JUDGMENT, WHAT IS THE PRIMARY REASON NEW OR IMPROVED MEDIA/MATERIALS SHOULD BE DEVELOPED IN THESE PRIORITY AREAS

	FREQ.	PCT
NOT ENOUGH VARIETY IN AVAILABLE MATERIALS	30421	37.4
AVAILABLE MATERIALS TOO COSTLY	16748	20.6
AVAILABLE MATERIALS POOR IN QUALITY	9141	11.2
DON'T KNOW OF ANY MATERIALS AVAILABLE	8460	10.4
INVALID OR NO RESPONSE	16645	20.4

Q4 WHAT ARE THE CHIEF INADEQUACIES OF THE MEDIA AND MATERIALS YOU KNOW ABOUT IN THESE PRIORITY AREAS

	FREQ.	PCT
CONTENT		
NOT ENOUGH REPETITION, REINFORCEMENT	35468	43.6
INTEREST LEVEL INAPPROPRIATE	31407	38.6
LANGUAGE/VOCABULARY LEVEL INAPPROPRIATE	27598	33.9
INAPPROPRIATE FOR STUDENTS' LIFE EXPERIENCES	25862	31.8
CONCEPT LEVEL INAPPROPRIATE	18687	23.0
INAPPROPRIATE FOR STUDENTS' CULTURAL BACKGROUND	16625	20.4
POOR SEQUENCING OF LEARNING COMPONENTS	15785	19.4
NOT RELEVANT TO MY CURRICULUM	13760	16.9
LANGUAGE LEVEL NOT UNIFORM	10764	13.2
MATERIALS' STATED INSTRUCTIONAL OBJECTIVES NOT MET	6528	8.0
USE		
STUDENTS CANNOT USE MATERIAL INDEPENDENTLY	33108	40.7
NOT ADAPTABLE FOR A VARIETY OF DISABILITIES	25223	31.0
DOESN'T SUGGEST ALTERNATIVE LEARNING STRATEGIES	24542	30.1
NEEDS TOO MUCH SUPPLEMENTATION BY TEACHER	23739	29.2
DOESN'T PROVIDE FOR DIFFERENT ENTRY LEVELS	22855	28.1
NO ONGOING EVALUATION OF STUDENTS' PROGRESS	20167	24.8
NOT SUITABLE FOR PARENT-DIRECTED CHILD USE AT HOME	19272	23.7
NOT SUITABLE FOR A VARIETY OF GROUP SIZES	14282	17.5
INAPPROPRIATE SENSORY INPUT/RESPONSE MODE	9322	11.4
INADEQUATE TEACHER DIRECTIONS	5537	6.8
REQUIRES TOO MUCH TEACHER TRAINING	5064	6.2
PHYSICAL PROPERTIES		
LOW CHILD APPEAL	27336	33.6
POOR DURABILITY	12508	15.4
POOR VISUAL QUALITY (E.G., LEGIBILITY, ILLUSTRATIONS)	9806	12.0
POOR AUDIO QUALITY	4337	5.9
DIFFICULT TO STORE/NOT PORTABLE	4568	5.6
DIFFICULT TO OPERATE AND/OR USE	4168	5.1
POOR TACTILE QUALITY (E.G., BRAILLE LEGIBILITY)	2257	2.8
INADEQUATE HEALTH AND SAFETY FEATURES	1052	1.3